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ABSTRACT

The University of Chicago's Teacher Training Conference provided for an examination of opinion and research from the field of adult basic education; practice in skill development and application; an experience of an urban community; and encounters which centered on personal, political, and educational ideology. This report describes the planning of the conference, the conference itself, and post-conference activities. An analysis of evaluation data is presented as is a general appraisal of the conference. Implications specific to conference planning are discussed under the following topics: recruitment, conference planning, formative evaluation, and interconference communication. It is concluded that the Chicago conference was a useful learning experience for most participants. Also, the Self Directed Learning (SDL) model used proved to be generally effective for most attendees, demonstrating the model's utility for short-term ABE training. Appendixes present the Conference Roster; a Catalog: Adult Basic Education for Urban Clients; Form Letters and Evaluation Instruments; List of Publishers Supporting the Learning Center; Materials and Supplies Given to Conferees; Progress Reports to State Directors; Sample SDL Project; and Conferees' Certificate Award. Thirty-one tables present data. (DB)

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EVALUATION REPORT

TEACHER TRAINING CONFERENCE: ADULT BASIC EDUCATION

August 1–13, 1971

UNIVERSITY OF CHICAGO

MARCH 1972

Office of Education Grant Number
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TEACHER TRAINING CONFERENCE: ADULT BASIC EDUCATION FOR URBAN CLIENTS

August 1 - 13, 1971

FINAL REPORT

The University of Chicago

March, 1972

Project funded by the U. S. Office of Education under Public Law: 89-750, Title III, Section 309(b) Adult Basic Education Act "Special Projects" of the Adult Education Act.

Introduction and Acknowledgements

The University of Chicago's Teacher Training Conference provided participants, faculty and staff an opportunity to confront anew the task of basic education for urban adults. Aspects of the confrontation included an examination of opinion and research from the field of adult basic education; practice in skill development and application; an experience of an urban community; and encounters which centered on personal, political and educational ideology.

This report will describe that confrontation, the planning of the conference, the event, and post-conference activities. An analysis of evaluation data will be presented as well as a general appraisal of the conference.

Before proceeding with this report, I wish to thank the conference staff: Jane Marie Browne, Joseph A. Alexander, and Phyllis Cunningham for their intelligent, untiring and good-humored assistance before, during and after the conference. The staff join me in expressing our gratitude to the conference faculty for the excellence of their work and their responsiveness to the demands of an intensive two-week experience. Particular appreciation is in order for Professor William S. Griffith of the University's Department of Education, for his continuing support and encouragement during the planning and conduct of the conference. Similarly, may I express our appreciation to M. Eldon Schultz, Regional Program Officers for the U.S. Office of Education, for his unfailing assistance and support throughout the grant period. Finally, I am personally indebted to Dolores Ford, Delores Walker and Rhoda Stockwell for their splendid cooperation in accomplishing the many clerical and administrative chores related to the conference.

Lucy Ann Geiselman
Project Director

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CHAPTER I

PRELIMINARY OBSERVATIONS

The need for training teachers to work with illiterate urban Americans is well-documented. Equally well-documented is the notion that education, occupation and income are interrelated status variables and that the lowest socio-economic status category has a disproportionate number of urban blacks. The comparative effects of illiteracy on the income of urban blacks is suggested when Scharles notes that 7.6% of all blacks are illiterates as compared to an illiteracy rate of 1.6% for all whites.[1] As long as black people are relegated to inferior education the likelihood of their improving their standard of living is minimal.

The economic and educational problem is further compounded by migratory trends which have concentrated blacks in the central city while whites have decamped to suburbia. The proportion of blacks living in urban areas is currently greater than that of the total population in urban areas. It is predicted that if the current rate of urbanization among blacks continues, by the year 2000 almost all blacks will be urban dwellers.[2]

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[1] Henry Scharles, "Overview of Illiteracy Economics", Adult Basic Education: The State of the Art, eds., W.S. Griffith and Ann P. Hayes (Washington, D.C.: U.S. Government Printing Office, 1971), p. 137.

[2] Alphonso Pinkney, Black Americans (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1969), p. 53.

Central cities are often depressed areas with widespread underdevelopment and unemployment. In a study conducted by Chicago's Welfare Department in one such central city area with a population of 60,000, over 50% of the adults receiving assistance tested below the fifth grade reading level even though only 6.6% had five years or less of schooling. Ninety-eight per cent of the sample studied were black and 24.6% of the black residents received public assistance.[1]

The need for quality basic education to adult urban blacks is apparent and imperative. During the past six years considerable strides have been taken in developing ABE programs and in training personnel to implement such programs. Nevertheless, the need is now to refine and focus the knowledge and experience gained. Simply stated, the need is (1) to increase training opportunities for ABE teachers of urban blacks; (2) to shape ABE programs in such ways that the programs speak to the special qualities of the black culture; and (3) to further incorporate urban living skills into the ABE teacher training curriculum.

The following section of this chapter will briefly describe teacher training efforts within the field of adult basic education.

Teacher Training for Adult Basic Education

Since the federal funding of ABE programs in 1964 under the Title IIB of the Economic Opportunity Act, ABE programs have proliferated. In 1967, 26.3 million dollars were expended to

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[1] Cook County Department of Public Aid, The Blackboard Curtain: A Study to determine the Literacy Level of Able-Bodied Persons Receiving Public Assistance (Chicago: Science Research Associates, 1963).

educate 388,933 students; in 1969 that figure was 36 million to educate 484,626. Currently, over 50 million dollars a year are being expended by federal and state governments under the sponsorship of the U.S. Office of Education for adult basic education programs.

Since there are no formal life-career patterns for teachers of adults, teacher training becomes an in-service rather than a pre-service activity. Beginning in 1965, with the three Teacher Training Workshops underwritten by the Ford Foundation, the U.S. Office of Education has organized short-term teacher training programs to attempt to meet that need. Increasingly, there has been an attempt to specify the content of these institutes. A functional division of content separating administration, counseling and teaching was one way of attempting to provide a more efficient curriculum. This past year a classification of clientele into urban-rural and ethnic categories again attempted to narrow the focus so as to increase the efficiency of the instructional experience.

There has not yet been a concentrated effort to look at the methodology of the institute and to attempt to increase the efficiency of the instruction by concentrating on the process of the educative experience as well as the content. The focus of the University of Chicago workshop attempted to do just that.

A growing feeling among some adult educators and sociologists is that the unique aspects of ABE programs may cause educators some difficulty when assessing problems of ABE. That is to say

that because the undereducated adult is most times poor and often on public assistance there is a tendency to define programmatic problems in terms of the clientele rather than the curriculum, the teachers, or its administration.

Only recently have there been some attempts to look at the problems of retention, attendance and achievement as potential problems of the program rather than factors related to the students' lack of motivation, self-concept, and health and home problems. The University of Chicago conference attempted to deal with the realities of the situation in ABE as we, the staff, understood it. For example, we accepted the fact that:

Most ABE teachers are part-time and hold a specific vocational pattern in elementary or secondary education of youth.

Research indicates that socialization processes within the elementary classroom often predispose an attitudinal set within the teachers towards children which is dysfunctional in the teaching of adults.

ABE students come to the classroom with two categories of needs: (1) a wide variation in the personal goals of the student which cannot be cared for by a traditional curriculum, and (2) a lack of skills in dealing with the specifying of alternatives and the attendant skill of applying a rational decision-making process to these alternatives.

Accordingly, the staff accepted the challenge of a teacher training conference which dealt primarily with the teacher of the urban client who was a native speaker of English as an opportunity to specify a process as well as to

specify content. The Self Directed Learning (SDL) model was chosen as a methodology which might be well suited to the particular clientele we wished to serve for the following reasons:

First, inherent in the SDL model is the necessity for the teacher to identify a specific problem within the classroom which would be a focus for his/her study. A general criticism of past teacher training institutes has been the level of generality of the topics studied. The SDL model did not deny the significance of theory and generalities. It did specify an inductive rather than a deductive approach to the placing of specific problems in context with theoretical considerations.

Second, the process of identification of the learning problem also seemed useful to us in that the process forced the teacher to (a) begin to analyze the program (curriculum, administration, personnel) for weaknesses and thus focus on program improvement and (b) reinforce the point of his/her accountability as a teacher.

Third, although the conferences were focused on teachers the staff was aware that some administrators and counselors would be among the conferees. We also knew that among the teachers there would be full-time, part-time, experienced veterans and newcomers. The SDL model allowed for maximum program flexibility and allowed each participant to start where he had felt needs and to move where his own ability or level of motivation led him.

Finally, the most compelling reason for utilizing the SDL model did not lie in these important considerations

listed above but was ultimately chosen because of what the staff considered to be its most useful function. That was a transfer of the methodology to some use in the ABE classroom. It was the staff's assumption that the ABE teacher had the same problems that the conference planners faced in assessing their clientele. Students in an ABE class come for a multitude of reasons and even though some subject matter or skill training may be common, the more those cognitive materials or skills can be organized around the students' goals, the more motivated the student becomes in reaching those goals.

At the same time the defining of alternatives and practice in decision-making processes became an important part of the program. As stated earlier, poor adults often lack the skills in defining out alternatives and oftentimes the concept of choice has been ruled out of many of the areas of their lives. By placing the responsibility of the learning experience as a shared relationship between student and teacher, it appeared that important life-skill learnings could occur for the student.

Similarly, teachers were forced into the realization that ABE students are adults. One cannot fault a teacher who spends twenty-five hours a week with children when she has difficulty adjusting to the adult student she teaches five hours a week. One can attempt to help him/her appreciate that difference by giving the teacher the experience of shared decision-making with the adult student within the instructional process.

The conference staff and faculty attempted to serve as role models for the teacher at the conference and sought thereby to demonstrate a model of instruction which had value for all adults, and in particular the adults within the ABE classroom.

CHAPTER II

OBJECTIVES OF THE TEACHER TRAINING CONFERENCE

The instructional objectives for the University of Chicago's Teacher Training Conference grew out of the conference staff's assessment of the needs of the field and the resources of the university and neighboring adult basic education agencies. These objectives were described in the conference catalog in such a way as to indicate the behavioral outcome of a given objective and some of the conference courses and activities which might assist the participant in achieving that objective. The descriptive statement was as follows:

1. To increase the participant's ability to identify and use specific teaching skills and strategies (micro-teaching, practice teaching, tutorial instruction, classroom analysis).

2. To increase the participant's ability to analyze the educational setting (community analysis, institutional analysis, classroom analysis, self-analysis), and to use this analysis to devise, implement and evaluate educational activities (individual project).

3. To heighten the participant's awareness of a Self Directed Learning model of instruction and practice its use within his own experiences at the conference (SDL presentation, small groups, individual project).

4. To increase the participant's sensitivity to the positive value of the black experience and its cultural influences (black experience course, black history lecture, field trips, black theater) and to apply that increased sensitivity to his relationships with his clientele (simulation game, human relations group).

5. To increase the participant's understanding of the urban environment: its historical development, its press; and its implications as these things relate to under-educated blacks (keynote speaker, field trip, community analysis, self-analysis).

6. To increase the participant's understanding of ABE institutions and to increase his ability to operate within them (institutional analysis, use of paraprofessionals, SDL model).

7. To increase the participant's knowledge in the areas of teaching reading, mathematics and urban living skills (major and minor courses) and to implement this knowledge in his own classroom (self-analysis, classroom analysis, learning groups).

8. To assist participants in developing criteria for and skill in the use and interpretation of curriculum materials, testing procedures and evaluation (materials analysis, testing and evaluation lecture, materials display).

9. To provide an opportunity to exchange information and experiences with colleagues, university resource persons and community resource people (learning groups, tours, individual and small group conferences).

10. To provide for the development of an individual project viewed as important to the conferee and to encourage its practical application on return to the classroom (individual project, learning groups).

The process by which these objectives were developed, recruitment of participants and faculty, and the curricular plan for the conference will be described in the following chapter.

CHAPTER III

PRE-CONFERENCE ACTIVITY

For purposes of this report, pre-conference activity will be described in four sections: recruitment of participants; planning meetings; curriculum development and self directed learning; and faculty selection. This chapter will report on these four areas of program development.

Recruitment and Participants

The recruitment effort for the conference was a cooperative endeavor. Mr. M. Eldon Schultz, USOE Program Officer for Region V and Mr. William Phillips, USOE Program Officer for Region IV, State Directors, an informal network of ABE practitioners and University of Chicago graduate students in adult education, and the conference staff composed the recruitment team.

Program Officers first sent preliminary announcements of the conference to State Directors. The announcements were followed by a brochure from the University which generally described the intent of the conference, the requirements for eligibility of participants, and registration procedures.

While State Directors distributed the announcements to their staff members and began to make initial selections, a list of national, state and local agencies engaged in adult basic

education in urban areas was developed. Letters and the conference brochure were sent to agencies on this list asking them to write to State Directors for further information on the conference.

The overriding concern of the recruitment effort was to identify adult basic education teachers who were working in urban areas with predominantly black student clientele. This effort was not to create a segregated participant group: it was rather an attempt to recruit those participants, black or white, who were engaged in adult basic education with urban black students.

The conference was, as has been noted, a teacher training conference. Consequently, the recruitment effort was directed toward ABE teachers. A few administrators of urban ABE programs were also enrolled. A total of ninety-seven participants attended the conference from fourteen states.[1] Of the ninety-seven participants, eighty were black and sixteen were white, including two Latin. There was also one Indian participant. The staff accepted one hundred four participants and developed an alternate list of ten on the assumption that there would be some late cancellations. Two days before the conference began, nine participants cancelled and two accepted from the alternate list.[2] On the first day another conferee ceased attending and was not counted in the total.

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[1] Representation from the fourteen states was as follows: Alabama 8; Florida 11; Georgia 5; Kentucky 2; Mississippi 3; North Carolina 9; South Carolina 4; Tennessee 8; Illinois 12; Indiana 4; Michigan 17; Ohio 12; Wisconsin 1; and Minnesota 1.

[2] See Appendix A for a list of participants and faculty.

Although the USOE Regional Program Officers and most State Directors were diligent in their recruitment efforts, as was the conference staff, there were a number of difficulties in the recruitment process. These will be discussed in Chapter V.

Planning Sessions

In early March a small group of University faculty members and graduate students in adult education met to discuss the feasibility of holding a training conference for teachers of adult basic education at the University. The sense of that meeting was that the University had, in both the Department of Education and the Graduate School of Education, resources which might contribute to such a training program.

On March 30, this group invited M. Eldon Schultz, USOE Regional Program Officer, to a meeting to discuss our initial judgment of feasibility, some ideas for the training program, and guidelines for submitting a funding request. We discovered that the deadline for submission of proposals was imminent and began immediately to make initial plans and develop the funding proposal. The proposal for the project was completed and sent to Washington the first week in April.

Initial acceptance of the project was given in late May and on May 26, the Project Director went to the U.S. Office of Education to negotiate the project's budget. Negotiations continued over the next few weeks and it became necessary, because of time factors involved in recruitment and curriculum development, to proceed with planning although problems of the project's budget were unresolved.

On June 4, an all-day planning meeting was held to discuss some of the plans which had been developed by the staff with ABE practitioners from Chicago and University faculty members. The plans were those presented to the U.S. Office of Education in the proposal for the conference and augmented by the self directed learning concept.

The plan for the conference rested on the following assumption: that training programs for teachers of adult basic education for urban blacks should involve the following components: experiential, analytical, theoretical, practical, and reflective or synthesizing. It was further assumed that these components are most significant to the learner when pursued sequentially and that the depth of the experience in any given component would vary with the needs of the learner.

The experiential component of the conference would involve: first, structured observation in an ABE Family Education Center; second, a guided tutorial with one ABE student; and finally, supervised practice teaching in a Family Education Center. This component offered the participant an opportunity to experience one center, to discover how one adult learns, and to present a lesson to urban black students and have that lesson critiqued by an expert supervisor.

The analytical component was related to the experiential component in that participants were given an opportunity to develop their skill in classroom analysis by using their observation visits as a point of departure. Similarly, their tutorial work was to contribute to an awareness of themselves and their

values and the effect of these values on teaching and learning in an urban black community. Analysis of ABE materials would also be an important element of this component. Both hardware and software were to be examined and analyzed for ABE classroom utility with urban blacks. Institutional analysis offered yet another focus for the analytical component. An attempt was made here to better understand and analyze ABE and ABE-related institutions in the urban setting. Models for institutional change were also examined. The final element in the analytical component was analysis of culture and community. The emphasis here was on black culture and principles of analysis which might be used in understanding urban black communities. Each element of the analytical component was to serve as a conference elective. Participants were to select those three electives which might contribute most to their development as ABE teachers.

The theoretical component of the conference encompassed reading, mathematics, black experience and urban living skills. Each of these elements was to be offered to participants as curriculum majors or minors. Each participant would select those majors and minors which would be most useful in attaining his goals for the conference. The distinction between major and minor would lie in the depth of experience and study related to a given topic. Each element would be so structured as to introduce the participants to concepts fundamental to teaching that particular element of the ABE curriculum to urban black students.

The practical component offered the participant an opportunity to practice the analytical skills he had developed and to apply some of the theoretical concepts he had acquired. This practice would be done through micro-teaching, supervised practice teaching, curriculum unit development, and encounter groups. ABE students from Chicago's Family Education Centers were to participate as students in micro-teaching and practice teaching sessions.

The reflective or synthesizing component was essentially an independent or self directed learning project. It was intended that through this component the participant would reflect on his experience at the conference and, through a synthesis of his conference and pre-conference experience, develop and test (perhaps in his practice teaching) a unit of instruction or some other bit of material which would be particularly useful for teaching urban black ABE students.

The above narrative description of the plan of the conference is perhaps clarified by the following outline:

Components of the Teacher Training Conference

Experiential component	- observation in Family Education Centers
	- tutorials with urban black students
	- practice teaching in Family Life Centers
Analytical component[1]	- analysis of self and values
	- analysis of classrooms
	- analysis of materials

[1]Each of these electives will focus on the urban black student, his community and his culture.

Theoretical components[1]	- analysis of institutions - analysis of culture and community - teaching of reading - teaching of mathematics - teaching of urban living skills - teaching of the black experience
Practical component	- micro-teaching - practice teaching - unit development - encounter groups
Reflective component	- independent or self directed learning project on the development of a curriculum unit or other materials or concepts related to ABE for urban black students.

Evaluation of the conference was to be conducted in two phases. First, an evaluative instrument was developed and administered to the participants at the beginning and end of the conference. Second, a similar instrument would be developed and distributed through State Directors to participants and their supervisors after November 1.

The ABE practitioners and university faculty involved in the planning meeting seemed to feel that the staff was overly optimistic, if not idealistic, in their expectations for the conference. This "idealism" was particularly apparent when the staff discussed with the planning committee the self directed learning model for the conference.[1]

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[1]The self directed learning model will be more fully described in the following section of this chapter.

After considerable discussion, the plans were accepted with modification by the planning group and names of resource persons for various components were suggested. The main point of criticism seemed to lie with the staff's optimistic expectations regarding the commitment of participants to the goals of the conference, the elaborate evaluative procedures, and the self directed learning aspect of the conference. The sense of the planning meeting seemed to be that the plan needed some sort of reality test before further implementation was undertaken. It was agreed that practicing ABE teachers from the Chicago adult centers and ABE students might provide such a test.

In early June a luncheon meeting was called for principals of Chicago's adult centers to learn of the conference plans and to meet the conference staff. At this meeting, the principals were asked if they would be willing to select a teacher and ABE student to meet with the staff to further discuss the conference plan and to help provide the reality test needed. The principals agreed and the meeting was set for late June.

Four teachers and four ABE students met with the staff at the university faculty club for a late afternoon and dinner meeting. Again the plans were discussed and again slightly modified. However, the teachers and students seemed to feel that the staff expectations regarding participants were realistic and that the plans were ready for implementation. Similarly, the self directed learning model gained support in this group.

These were the only formal planning sessions held for the conference. However, consultation with university faculty and ABE practitioners continued throughout the pre-conference phase of the project.

Curriculum Development and Self Directed Learning

The curriculum of the conference was planned in such a way as to offer each participant an opportunity to develop and pursue his or her own objectives for the conference, to select learning activities to meet those objectives, and to evaluate his or her own progress toward the attainment of those objectives. This training model of self directed learning required the creation of a number of learning activities for participants to choose from as they developed their learning plan for the conference. Descriptions of these activities, learning plan outlines, statements of instructional goals and self directed learning were included in the conference catalog.

Rather than reiterate the content of the catalog in the body of this report, the catalog itself has been included in the report as Appendix B.

However, one brief comment on the self directed learning model seems appropriate. This model, developed by Dr. Dale Edward of Chicago's Evergreen Park High School and modified by the conference staff, was one of the more controversial elements of the conference. Some of the conference planners felt that such a model, which depends heavily on participants' judgment, initiative, and evaluative skills would be inappropriate for a

teacher training conference. It was suggested that teachers need more structure than that which is provided by the SDL framework. The conference evaluation effort, which will be reported in this document, will seek to empirically test the utility of this model for short-term teacher training experiences for ABE teachers.

Faculty Selection

The selection and recruitment of faculty and consultants for the conference was a cooperative effort made by the conference staff and planning committees. Mr. Schultz, USOE Regional Program Officer, was also helpful in identifying special resource persons from outside the Chicago area.

There were five categories of persons related to the teaching function of the conference: staff, faculty, consultants, resource team members, and faculty assistants. The following briefly describes each person and the role each assumed during the conference.

Staff:

Lucy Ann Geiselman, Ph.D. - Project Director; Director, Master of Arts in Teaching Program, University of Chicago; Assistant Professor of Education, Graduate School of Education, University of Chicago.

Jane Marie Browne, M.A. candidate; Associate Director; Former Teacher in ABE Program.

Phyllis Cunningham, Ph.D. candidate; Research Assistant, University of Chicago; Current Research in Adult Basic Education.

Joseph Alexander, M.A. candidate; Conference Co-ordinator; Former Teacher in ABE Program.

Faculty:

Max Bell, Ph.D., Associate Professor, University of Chicago Graduate School of Education; Research on and experience in teaching mathematics.

Alice Carnes, Ph.D., Assistant Professor, Graduate School of Education, University of Chicago; Research on values and classroom analysis.

Jack Carnes, Ph.D. candidate; Research Assistant, University of Chicago; Experienced trainer in simulation games for ABE teachers.

Earl Durham, Ph.D., Assistant Professor, School of Social Service Administration, University of Chicago; Trainer for National Training Laboratories.

Barbara Farnandis, Ph.D. candidate; Reading consultant, Chicago Board of Education; Experienced reading teacher for adults.

Taylor Griffin, Ph.D. candidate; Staff Associate, Ford Training and Placement Program, University of Chicago; Experienced leader of T-groups and simulation games for teachers.

William S. Griffith, Ph.D., Associate Professor of Education, Department of Education, University of Chicago; Author of numerous books and articles on ABE.

John Hatfield, ABE administrator; Respected consultant on reading materials.

Ronald Kimmons, Ph.D. candidate; Associate Dean, Kennedy-King College; Experienced teacher and administrator.

Kevin Ryan, Ph.D., Associate Professor, Graduate School of Education, University of Chicago; one of the developers of microteaching techniques.

Frank Samuels, Ph.D., Associate Dean, Milwaukee Area Technical College; Experienced teacher of urban living skills.

Dorothy Clark, M.A., Experienced reading teacher.

Ron Clayton, M.A., ABE teacher and administrator.

Violet Malone, M.A., Registrar and counselor, Kennedy-King College; Experienced ABE counselor.

Eunice Schatz, M.A., Sociologist, teacher, administrator.

Karen Kruzel, Ph.D. candidate; Former ABE teacher; current research in history of ABE movement in United States.

Emogene McMurtrey, Graduate student in adult education currently specializing in ABE.

Theresa Hayden, Conference Librarian; Former GED student, now working on B.A. in sociology at Roosevelt University.

Consultants:

Lois Burrill, Staff Associate, Test Development, Harcourt, Brace & Jovanovich; Assistant Editor, ABLE reading test.

Alfreda Duster, Ph.D., Director of Community Relations, Opportunity Centers; Author and former teacher of ABE.

James Griggs, M.A., Assistant Professor of Education, University of Illinois Circle Campus; Director of the Chancellor's Program for Community Affairs.

Peyton Hutchinson, Ph.D. candidate; Former ABE teacher; Currently director of READ of the Detroit Public Schools and ABE teacher trainer.

Mark Krug, Ph.D., Professor, Graduate School of Education, University of Chicago; Historian and author of numerous books and articles on Black History.

Juliet Walker, Ph.D. candidate, Staff Associate, Ford Training and Placement Program, University of Chicago; Experienced teacher.

Oscar Brown, Jr., Artist in Residence, Malcolm X Community College; Lecturer on Black Arts.

Resource Teams:

Imogene Evans James Planer Thomas Rotruck Ruth Williams	-	All teachers in Chicago Board of Education Adult Centers; served on resource teams
Mary Bray Hattie Foster Cheryl Jackson Elmer Taylor Geneva Conway Ida Robinson Predennis Conant Daisy Phillips Del Marie Hobb Fannie Hunter Katie Wilson	-	All currently ABE students in Chicago Board of Education Adult Centers; served on resource teams

Robert Grimes Robert Murphy Margaret Sering	-	All administrators of Chicago Adult Centers; served on resource teams

Faculty Assistants:

Jean F. Bell Elizabeth Schoeps Eileen Knesper Ednarene Smith	-	All faculty assistants in the Conference's Mathematics Learning Center

CHAPTER IV

THE CONFERENCE

In describing the actual occasion of the conference, this chapter will be divided into four sections: the setting, the event, a curricular example, and Phases I and II of the evaluation process.

The Setting

It is difficult to over-estimate the importance of the setting for a residential learning experience. The comfort of sleeping accommodations, the availability of good and reasonably priced food, and pleasant and functional classrooms and study areas significantly contribute to the ethos of the residential conference.

The conference had difficulties in most of the areas noted above. Because of late funding and various other demands for housing on campus and in neighboring hotels, participants were housed in the Shore Drive Motel. Service at the motel was less than adequate and, although the staff was assured that dining facilities, damaged by fire in early summer, would be renovated by the opening of the conference, this was not the case. Consequently, participants were pressed into finding other places to dine, either on campus or in the neighborhood.

Transportation from the motel to the University for classes was adequate when supplemented by the staff's automobiles. However, the need for transportation worked an additional hardship on participants and staff.

Classes and most class-related activities were held at the University in the University's Laboratory School. Classrooms were adequate and the library-learning center proved to be the focal point of the conference. Late evening seminars were held in the conference room of the motel, as were the Learning Group meetings. Again, the motel facilities were less than adequate and were a source of irritation throughout the conference.

The Event

The conference began Sunday, August 1, with registration at the motel and a plenary evening session at 7:00 p.m. at the university. The keynote address, delivered by Professor James Griggs of the University of Illinois, Chicago Circle Campus, served to provide participants an overview of the urban environment, the effects of that environment on urban black students, and some speculations as to the effectiveness of special programs which have been created to respond to the needs of such students. The opening session was followed by a reception for students and faculty.

The first full day of the conference, August 2, began with an orientation session which included an introduction to the self directed learning model and five-minute presentations by each faculty member which described that faculty member's

course of activity. These presentations formed the basis of participants' choices for their individual learning plans for the conference.

The presentations proved effective for both faculty and participants. They required faculty members to compete for the attention and ultimately for the time of the participants and they gave participants a chance to see, hear, and in some instances question the faculty as to the faculty member's intent and expectation.

The afternoon was spent in visits to Chicago's adult centers. Participants were assigned to Learning Groups, and with their Learning Group leader, visited one of the adult centers where they were met by the principals, given tours of the facilities, and encouraged to visit classes.

On the evening of August 2, participants again met with their Learning Group leaders to begin to develop their learning plans for the conference and to select those courses and activities which would best augment their plans. At 9:00 p.m. they registered for the courses and activities they had selected.

Tuesday through Friday of the first week they attended their major courses, clinical experiences and electives during the day and each evening were invited to special seminars related to ABE.[1] Friday evening proved to be one of the highlights of the conference. The group went by bus to visit

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[1]See Appendix B for the special seminars and course schedule listed in the conference catalog.

Malcolm X College and were given a tour of that institution. Prior to the tour, a musical program was presented to the group by Oscar Brown, Jr., Artist-in-Residence at Malcolm X, and three of his colleagues. The program was more than entertainment, although it was certainly that. It was made up of music composed by Mr. Brown, which sought to dramatically present the life style, dilemmas, and joys and sorrows of the urban black. At the conclusion of the program, Mr. Brown spoke to the group of his conception of the role of the arts in the self realization and determination of the black community.

Saturday morning, August 7, the participants again boarded buses which took them to the Martin Luther King Workshop and Operation Breadbasket. There they heard an address given by the Reverend Jesse Jackson, Director of Operation Breadbasket. Following this visit, some participants visited a number of black book stores on the West and South sides of the city. Saturday evening and all day Sunday were unscheduled. Sunday evening a party was held for all participants and faculty at the Project Director's home.

The second week of the conference began with a continuation of major and minor courses, clinical experiences and electives which were supplemented by field trips to the county jail and two state penal institutions to view ABE programs in those institutions. Evenings, again, were taken up with Learning Group meetings and special seminars. The final session of the conference was held Friday, August 13, and centered on participants' evaluation of the conference. Each Learning Group selected one

representative to make an evaluative report. These reports were preceded and followed, respectively, by summary statements by the Regional Program Officer and the Project Director.

This rather simplistic recounting of the conference events will be augmented by the curricular example in the next section of this chapter. But before proceeding to that section, some comment must be made as to the ideological climate of the conference.

Both black and white participants seemed extraordinarily varied in the ideological-political orientation they brought to the conference. Although the majority seemed comfortable with the structure and the events of the conference, there was a small but vocal minority which was not. Some few participants, both black and white, seemed to feel that the conference was "too radical". The most specific example of this point of view came in criticism of the trip to Operation Breadbasket. Some felt that Rev. Jackson's pronouncements concerning self-determination and political activism were counter to the spirit of mutual trust and respect in educational endeavors.

Similarly, a greater, but still decided minority felt that the effectiveness of the conference was minimized by the fact that the Director of the project was white. This view was expressed in the orientation meeting of the first day, was raised in a number of classes, and was again expressed during the final evaluation session.

Responses to this issue varied with the staff or faculty member to whom it was addressed. The official, if it can be so described, stance of the staff was to note the number

of black people involved in the staff, planning groups and faculty of the conference and to let the experience of the conference bear the proof of its utility. Further discussion of this issue will be handled in Chapters VI and VII of this report.

A Curricular Example

Most faculty members completed daily logs which were collected by the conference staff. Professor Max Bell, the mathematics instructor for the conference, wrote an informal narrative report. Professor Bell's report so beautifully complements the spirit of the conference as well as its cognitive intentions that it is included, in part, in this chapter.

I. Mathematics Major for ABE Conference[1]

A. General Remarks:

I did not keep a daily attendance record, in part because I didn't get a class list until mid-week. The class list included 31 names as having pre-registered; when on the last day I asked people to indicate what materials they had received, there were 7 names in addition to those pre-registered added to the list. I did "count the house" nearly every day; most days there were about 36 people with a low one day of 30 and high another day of 40. Most days in addition to myself there were my laboratory assistants, and on some days a couple of my graduate students. There was very little

[1] See Appendix B, Conference Catalogue, for a full description of all course offerings including mathematics.

lecturing and most of the time was spent working on the actual materials; this form of classroom activity would have been difficult without the extra help that I had, especially since we were "pushing" an awful lot of material in a very short time. As to "individual contacts" the organization of the classroom meant that I had at least a brief contact with nearly everyone nearly every day, in addition to work with individuals by my laboratory assistants. There were also probably two or three brief individual conferences after class or in hallways each day.

I would say that generally the response of the group ranged from generally skeptical initially to generally enthusiastic by the end. What follows is an approximate daily diary of the course.

Day 1:

After a brief introduction the group was asked to split itself into three groups and to spend 20 minutes alternately in each of three areas. In the first area teachers were issued their own set of Cuisenaire rods and were asked to work with them by selecting cards from one of the several sets of "workcards" that were in the area. In the second area there were strips of paper and teachers were asked to do paper strip geometry as per pages sixteen and seventeen of the "Experiments in Mathematics, Stage 1" handout that was given to them and paper strip fraction work as per a dittoed Day 1 worksheet. The third area teachers worked with posters and other exercises from the Peas and Particles teachers' manual. These are exercises in estimation

and approximation. Every 20 minutes I would interrupt the group and ask them to change to a different area.

For the final 25 minutes of the class, I discussed with the group what is "really" wanted as mathematical competence of "everyman", using as a basis my mimeographed handout with a similar title. In the process we discussed the relevance of concrete "embodiments" of concepts such as they had just experienced.

On the whole I believe the exposure to materials was successful but another time I would start with something other than the Cuisenaire rods; they are too complicated to get into with only a 20 minute time allotment.

Day 2:

About the first 45 minutes was spent with the class working on "poker chip arithmetic" as per the worksheets handed out. These included work designed to embody concepts of our base 10 numeration system, addition, subtraction, primes, arrays, and multiplication. Teachers worked individually or in informal groups, with myself and the lab helpers circulating and helping out where needed. I then discussed with my entire class such other uses of the poker chips as positive and negative numbers (exploiting different colors); the several different situations that lead to subtraction as a "mathematical model"; and the several ways of representing a multiplication with counters.

During the last 20 minutes of the class half of the class manufactured "mini-computers" and the other half of the class manufactured directed number slide rules starting with

materials that had been pre-cut and partly marked by the materials assistant.

Day 3:

The entire class worked under my direction for a while using poker chips to explore the various situations that lead to division as a mathematical model and for some further exploration of multiplication. There was then about a 20 minute period in which students made for themselves whichever of the mini-computer b ards or directed number slide rules that they did not do on ay 2. The remainder of the hour was spent with each individual coming to terms with the mini-computer using dittoed worksheets that we had handed out and posters that we'd tacked up illustrating the two main rules that force the mini-computer to operate in the way it does. The mini-computer is a fairly complicated device using both binary and base ten numeration and operating somewhat like a "real" electronic computer; there was some confusion, hence another time I would provide more extensive and detailed worksheets and more time. I also handed out work cards for the directed number slide rule and asked them to come to terms with that on their own.

Day 4:

For about the first half-hour I worked with the class while they worked at their seats with the mini-computers, illustrating how division could be done either by repeated subtraction or by dividing into equal groups on the mini-computer. I commented briefly on how one could set up a

division problem that would force consideration of decimals. This latter is one of the nicest things about the mini-computer; there are few other things that force consideration of decimal notation independent of common fraction notation. We then distributed the Trivett book on Cuisenaire Rods and advised them to come to terms with that material on their own. We then distributed Dial-A-Matic adding machines and workcards and they spent most of the remaining part of the hour working with them. Near the end of the hour we distributed pre-cut blanks for geoboards and asked them to mark a grid on them; blanks for tangrams and a sheet showing designs that can be made with the tangrams, and the handout "Experiments in Mathematics, Stage 2" along with pre-cut blanks for making "Napier's Bones".

Day 5:

Most students came in early to finish their geoboards and to cut the Napier's Bones card into strips. I spent a few minutes showing the group the uses of the Napier's Bones - a simple and versatile mechanical multiplication device. I reminded them that with such devices as Napier's Bones, Dial-A-Matics, slide rules, tables, and other concrete materials the getting of answers in arithmetic could always be accomplished. Hence the typically very heavy stress on computation skills may be unwarranted - perhaps it is more important to know when to use the various operations and what would be an appropriate range of answers. Also by way of recapitulation I remarked that a possible teaching strategy to consider might be concrete operations moving to the first stages of abstraction

via symbolic recording of results of concrete manipulations and from there to symbol manipulation.

With these preliminaries over we moved to the main business of the day which was to display and consider briefly a number of embodiments of fraction concepts. Those considered were Cuisenaire rods (very briefly), geoboards or diagrams equivalent to geoboards; fraction strips (see first day); fraction wheels; and fraction cards. As usual, students were given or manufactured for themselves samples of each of the materials displayed or used during the class. The fraction cards took most of the time; they consist of a deck of cards with the same structure as a deck of ordinary playing cards - 13 different fractions, each fraction in four versions, first in "lowest terms" then three equivalents in higher terms. (We had previously explored the use of ordinary playing card decks in games for drill with whole number and positive-negative number operations). Along with this went the "Fraction Card Decks and Uses" pamphlet written by Pamela Ames.

Day 6:

The first part of the class was spent redeeming a promise in response to the classes' demand for materials on decimals. (On the questionnaire given the group at the beginning of the conference decimals and percents were the most frequently mentioned troublesome areas). We noted again that at least in the basic education of every man essentially all of the mathematics required of him should be mathematics

conceivably useful principally from measure and from money transactions. Some diagramatic and concrete devices for getting across ideas of decimals were displayed. With respect to computation we remarked that decimal computation is precisely the same as whole number computation with the additional problem of placing decimal points. For placing the decimal point we suggested that the best way was a rough approximation of the order of magnitude of the answer. Class members were quite uncomfortable with the notion of using approximation instead of exact calculation and "rules" and this led to some very useful discussion. With just a few minutes left we talked very briefly about geometry and indicated the usefulness of the geoboard and handed out straws and pipe cleaners for making geometric figures. I also talked briefly about Pam Ames' "Think Money" card; handed out her "Mission Impossible" cards for teaching applications and her "Fractions; Concepts before Operations". Attention was directed to the Cohen book on geoboard that all had received during orientation and they were asked to come to terms with geoboards using that book. At the end we handed out a list of sources and prices for material used in the course.

The class ended with expressions of satisfaction all around. I found the whole thing exciting and useful to myself, especially their comments on adult basic education.

II. Mathematics Minor for ABE Conference

General Remarks:

Again, I did not keep a daily attendnace record. Attendance during the three days ranged from 30 to 35.

Generally speaking the course was a quick romp through many materials with much less opportunity for actually working with the materials. I gave the class a choice of this romp through many materials versus more detailed consideration of fewer and they opted for the former. Since the materials and experiences were much the same as for the major, though in abbreviated form, I'll simply list here what was done and handed out each day.

Day 1:

As before we started out the class with students spending time with poker chip arithmetic and paper strip fractions. This time we gave them more time to come to terms with the poker chip arithmetic since we had decided that this was an excellent way for them to see some of the many possibilities in working with concrete embodiments of arithmetic concepts. We handed out and commented briefly on Cuisenaire Rods and the Trivett guide to them. We also handed out the two "Experiments in Mathematics" excerpts and gave out pre-cut cards to make the Napier Bones.

Day 2:

We spent a little bit of time with the Napier Bones' computations. They then spent sometime working with the Dial-A-Matic adding machines and workcards. Each class member then made himself a geoboard and a directed number slide

rule. I exhibited a beam and hook and washer balance (not shown in the mathematics major) and the Cuisenaire rod activity cards. They were given worksheets for the directed number slide rules and reminded of the Cohen book which they could use to come to terms with the many possibilities for using geoboards. We spent some time exploring the possibilities of using ordinary playing card decks for both teaching number concepts and drill in simple number operations. (I forgot to mention that this is also done on about Day 3 of the mathematics major).

Day 3:

This was a quick guided tour of many materials with very little opportunity for them to work on anything in particular. We displayed the Pam Ames "Think Money Cards", "Fractions: Concepts before Operations", "Fraction Card Decks and Uses" and "Mission Impossible": also, "Things to Make Out Of..."; tangram blanks and worksheets; and the list showing sources and prices for all the materials that had been used. I also handed out the straws and pipe cleaners used for working geometry; some duplicated newspaper articles showing uses of mathematics; displayed the fraction wheels and distributed blanks for making fraction wheels.

The mathematics minor seemed to me to be much too rushed; I only hope that the whirlwind tour was somewhat useful.

Evaluation: Phase I and II[1]

Upon arrival at the conference, and preceding the opening session, participants were asked to respond to ten case studies of ABE problem situations. Each day, during the conference, participants were asked to complete a log of their activities and the final day of the conference participants were asked to respond again to three of the case studies given to them upon arrival.

When participants were given the first set of case studies, they were also given a short description of the evaluative process which had been developed for the conference and were asked if the staff might have their permission to send questionnaires to their immediate superiors which asked for assessments of the participants' teaching skills prior to the conference. It was also explained that similar questionnaires would be mailed to their supervisors in early November in an attempt to determine if any changes had occurred in the participants' teaching behavior which might be attributed to the conference. It was also explained that in early November a final series of case studies would be sent to participants to ascertain the general utility of the conference and the specific utility of the learning projects they had developed during the conference.

The data collected from these efforts will be analyzed and findings reported in Chapter VI of this report.

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[1] See Appendix C for evaluation materials for phases I and II.

CHAPTER V

POST-CONFERENCE ACTIVITY - EVALUATION

In this chapter the objectives of the evaluation will be stated and the evaluation procedures explained. Data will be presented in two sections: first, data related to the evaluation of the conference, i.e., objectives, recruitment, format, faculty, staff, and materials; second, the use of the Self Directed Learning (SDL) model, i.e., its process and its outcomes. Following this presentation conclusions and recommendations based on the data analysis will be given in the final chapter of the report.

Objectives of the Evaluation

From the beginning the conference staff insisted that an integral part of the Chicago conference would be an evaluation of the conference and more specifically the use of the SDL model as a method for teacher training in ABE. This evaluation was considered central since little evaluation has been done in the last seven years in ABE teacher training conferences, and the staff felt strongly that unless some of the resources for conferences be invested in an empirical appraisal of the activity, there is no basis except intuition to improve future conferences and to add to existing knowledge of the teacher training process in adult education.

Accordingly the objectives of this evaluation are to state explicitly the criteria of the planners for the conference and to evaluate their success in meeting these criteria, as well as to attempt to test the feasibility of the SDL model as a method for ABE teacher training conferences.

The Evaluation Procedures

On arrival at the conference, conferees were given nine case studies in which a problem relating to the ten general objectives of the conference was stated. Conferees responded to these nine case studies, three of which were selected on the basis of the best responses and were administered on the last day of the conference and three months after the close of the conference.[1]

Each conferee was also asked to give the evaluators his supervisor's name and address. During the conference supervisors were asked to evaluate the performance of the conferee prior to the conference by means of a mailed questionnaire. Three months following the conference supervisors were asked again to evaluate the post conference behavior of the conferee. Conferees were also asked at this time to respond to a questionnaire regarding the application of their learning experiences back home in their classrooms or programs.

During the conference each conferee and staff member was asked to fill out daily logs documenting his activities, opinions, and feelings regarding various aspects of the conference. The evaluation staff checked attendance at group meetings, classes and field trips by visiting these activities and in some instances

[1]See Appendix C.

from reports by group leaders or faculty members. Each conferee was also asked to turn in a copy of his SDL plan.

These data were coded by the evaluation team. Case studies, SDL plans, and open ended questions underwent a content analysis and a score or value was assigned to these non-quantitative measures. A serious shortcoming in this procedure was that no checks on reliability were obtained between raters. All data were coded so that the raters would not know the name of the respondent. Case studies were done as a group to prevent biasing an individual's response on one case study with his response on another case study.

These data were then analyzed by means of descriptive statistics, cross tabulation, and Pearson product moment correlation by means of the SPSS program.[1] From this general analysis independent and dependent variables were selected and tested for significant relationships.

The value of these procedures is limited in terms of the cooperation of the conferees and their supervisors. Table 1 contains information relative to the extent of that response. In each case that data are presented the number of cases on which the data are based will be given. The reader is cautioned to recognize the limitations of the data especially in terms of the conferee's post evaluation responses (N=41).

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[1]Statistical Package for the Social Sciences.

TABLE 1

RESPONSE TO THE EVALUATION PROCEDURES
N=97

Procedure	Number of Responses	% of Responses
Case Studies - Pretest	77	79
Daily Log - August 1	76	78
August 2	85	88
August 3	87	90
August 4	84	87
August 5	78	80
August 6-7	70	72
August 9	73	75
August 10	63	65
August 11	63	65
August 12	69	71
Case Studies - Post Test I	68	70
Supervisor - Pre Evaluation	68	70
SDL Plan	89	92
Conference Post Evaluation (Includes Case Studies Post 2)	41	42
Supervisor - Post Evaluation	72	74

Analysis of Data - The Conference

The conference staff assumed that recognized criteria for program planning for adult education were criteria which the conference would attempt to meet. Within this context, however, several specific criteria for this conference were formulated explicitly by the staff. These criteria for the most part were based on alleged weaknesses of former ABE teacher training conferences known either by studying previous conference reports or from assessments by personnel attending previous conferences. These criteria are grouped under the following headings: recruitment, faculty and staff, methods, conferee involvement, and articulation.

Accordingly the following specific criteria for program planning were established:

1. Recruitment. (a) a full complement of conferees will be recruited.

   (b) an emphasis on recruiting non-white conferees will be made.

   (c) teachers rather than administrators, teacher trainers or counselors will be recruited.

   (d) teachers representing many programs rather than a few programs in an area will be recruited.

   (e) Teachers who have had no previous opportunity for training will be recruited.

2. Faculty and Staff. (a) faculty will be recruited on the basis of their competency rather than their public image.

   (b) faculty will be recruited who will produce substantive material rather than orations.

   (c) faculty selection will be biased toward black personnel.

   (d) group leaders will be recruited who have background in adult education and who are willing to give priority to individualized attention to their group members.

3. Methods. (a) assuming a heterogeneous group of conferees, priority will be given to individualizing the methods of instruction, i.e., small groups, varied curriculum, flexible schedule, a strong complement of resource personnel, use of the SDL model.

   (b) instructional methods will emphasize "hands on" training, experiential learning experiences, and inductive methods of presentation.

   (c) conferees will be treated as adults, deciding on their own objectives, activities, use of time, and use of resource personnel.

4. Conferee involvement. (a) local ABE teachers will be represented on the planning committee and as resource personnel.

(b) conferees will be represented in the program planning process by a steering committee at the conference.

(c) ABE students will be involved on the planning committee and at the conference where appropriate.

5. Articulation. (a) the conference will be planned and implemented by involving state directors in the process and program.

(b) information on state planning and professional associations will be made available to the conferees.

In evaluating the conference data will be presented in each of these five areas to ascertain whether these criteria were met. In the area of "methods" a fuller treatment of the SDL process will be given in a separate section. Within the program planning process two serious areas of deficiency developed which impaired the success of the conference. These deficiencies lay in the area of housing and the pace of the conference. Accordingly these two areas will be included within the evaluation data.

Recruitment

The recruitment of conferees was done through the cooperation of the state officers responsible for ABE within their state and the Regional Program Officers. There were distinct differences within states in terms of the aggressiveness and speed with which recruitment proceeded. The late funding of the conference appeared to be an accepted fact with most state officers yet one state officer went on vacation during the recruitment period without providing any procedure for approving conferee applications. Other state

officers had lists of participants ready to go as soon as the actual contract had been negotiated.

In order to assure a full complement of conferees permission was obtained from the Regional Program Officer (RPO) to recruit teachers by the project staff with the understanding that such persons apply through the designated state officer. By advertising the conference through persons known to the staff and professional adult education associations, over 120 applications were processed but only 104 were accepted since the staff was not sure of the cancellation rate and since there was fear of over spending budgetary limits. There were nine cancellations and only two persons from the alternate list were able to accept. Five applications outside of Regions 4 and 5 were received and sent immediately to the appropriate state officer; participants dealing with primarily ESL were notified of conferences which more directly dealt with their interests. At all times the staff emphasized the recruitment of teachers who dealt primarily with urban blacks and a strong effort was mounted to make sure non-white teachers were aware of the conference. Demographic data on the conferees are presented in Tables 2, 3, 4, 5, 6, 7 and 8.

TABLE 2

RACIAL COMPOSITION OF CONFEREES
(N=97)

Race	Number	Percentage
Black	80	82.5
Other non-white	3	3.1
White	14	14.4
Total	97	100.0%

TABLE 3

CONFEREE RECRUITMENT BY REGION AND STATE

REGION IV				REGION V			
State	Allotment	Number Attending	%	State	Allotment	Number Attending	%
Alabama	9	8	8.2	Illinois	16	12	12.4
Florida	11	11	11.3	Indiana	4	4	4.1
Georgia	10	5	5.2	Michigan	11	17	17.5
Kentucky	2	2	2.1	Ohio	12	12	12.4
Mississippi	5	3	3.1	Wisconsin	1	1	1.0
No. Carolina	7	9	9.3	Minnesota	0	1	1.0
So. Carolina	5	4	4.1				
Tennessee	7	8	8.0				
Total	56	50	51.5	Total	44	47	48.5

TABLE 4

PREVIOUS ATTENDANCE AT FEDERALLY FUNDED INSTITUTES

Institute Attended	Number of Conferees	Percentage
0	68	70.1
1	18	18.6
2	4	4.1
3	2	2.1
4	1	1.0
Missing data	4	4.1
Total	97	100.0%

TABLE 5

TYPE AND LENGTH OF CONFEREES' EXPERIENCE IN ABE

Part-time (N=62)		Full-time (N=26)	
Number of years	% of Conferees	Number of years	% of Conferees
5 to 20	40.4	5 to 20	28.7
3 to 4	16.1	3 to 4	7.3
2 to 3	17.7	2 to 3	19.4
1 to 2	11.3	1 to 2	24.2
less than 1	14.5	less than 1	20.4
Total	100.0%	Total	100.0%

TABLE 6

NUMBER OF HOURS CONFEREE WORKED PER WEEK
IN ABE PROGRAMS

Number of hours	Number of Conferees	Percentage (N=77)
2 - 6	34[a]	44.1
8 - 20	16	20.7
20 - 40	25	32.4
Over 40	2	2.8
Missing data	20	--
Total	97	100.0%

[a]The mode was 6 hours with 18 persons in this category.

TABLE 7

PERCENT OF BLACK CLIENTELE SERVED BY CONFEREES
(N=60)

Percentage of Blacks	Number of Conferees	Percentage
Below 25%	0	0
26 to 49%	6	10.0
50 to 74%	11	16.7
75 to 100%[a]	43	73.3
Total	60	100.0%

[a]The mode was 99% with 27 conferees fitting this category.

TABLE 8

EDUCATIONAL ATTAINMENT OF CONFEREES

Highest Attainment	Number of Participants	Percentage (N=71)
High School	1	1.4
Associate Arts	1	1.4
Bachelor of Arts (Science)	37	52.1
Masters	32	45.1
Missing data	26	--
Total	97	100.0%

The data indicate that 83 of the 97 conferees were non-white and that each of the 14 states was represented at the conference. Some states in each region were not able to recruit their quota; Michigan was able to take up these places by supplying more conferees than its quota.

In general conferees were attending their first federally funded conference (70%) although 11% had previously attended two or more federally funded conferences. Ninety per cent of the conferees (N=60) reported that their clientele were at least 50% or more black with the modal category being 99% with almost 50% of the conferees reporting falling into this category.

Seventy-two per cent of the conferees were teachers, 12.4% administrators, 1% each were counselors, teacher aides or teacher trainers; with 12.4% missing data. Sixty per cent of the conferees were female, 40% were male.

The conference was successful in reaching 86 different ABE programs with five programs sending two participants each and one sending five. It was hoped that each program would send one person so that as many programs as possible would have been exposed to the conference.

Faculty and Staff

Twenty-six persons were recruited for faculty and staff with ten resource persons serving nightly from the Chicago Public School Adult Centers. Of these 36 persons, eight had attended or served on the staff of a previous ABE teacher training

conference exclusive of the RPO. Twenty of the 36 staff members were black (56%). Three of the four majors were taught by blacks, the associate director and conference coordinator were black and five of the ten group leaders were black.

Ten of the staff members either have or are working towards a degree in adult education. Four of the staff were faculty members in the University of Chicago School of Education involved in teacher training while two more staff members were faculty members at the University of Chicago in the Department of Education and School of Social Service Administration. Twelve members of the staff (N=26) had had direct classroom experience in adult basic education exclusive of the members of the Chicago Public School Resource Team.

Only three faculty members had had no direct contact with ABE and each of these individuals spent time observing in an ABE classroom and program.

Although only one Regional Project Officer was able to be in attendance at the conference, a member of the staff of the Michigan state office of adult education was able to be in attendance for most of the conference time.

The formal credentials of the faculty and staff are presented in Chapter III; an evaluation of their actual competency has to be obtained in the working situation. One means of evaluating competency in a situation where conferees are free to attend or not attend lies in attendance figures. In Table 9 the learning activities offered are listed and enrollment as well as actual attendance figures are given. These data show that actual attendance figures generally remained constant

TABLE 9

ENROLLMENT AND ATTENDANCE AT LEARNING ACTIVITIES

Activities		Enrollment	Attendance								
			8/3	8/4	8/5	8/6	8/9	8/10	8/11	8/12	8/13
Courses											
Reading	Major	53	54	50	54	52	54	52	x	x	x
	Minor	25	x	x	x	x	x	x	12	14	14
Mathematics	Major	33	36	36	30	34	34	32	x	x	x
	Minor	33	x	x	x	x	x	x	29	25	32
Black Experience	Major	37	36	34	36	42	35	36	x	x	x
	Minor	46	x	x	x	x	x	x	34	35	37
Urban Living Skills	Major	31	40	40	40	43	39	44	x	x	x
	Minor	48	x	x	x	x	x	x	20	17	15
Electives											
Analysis of Self-Values		29	28	28	27	x	x	x	x	x	x
Materials Analysis		41	43	35	36	x	x	x	x	x	x
Analysis of Institutions		45	x	x	x	37	43	35	x	x	x
Analysis of Classrooms		8	x	x	x	4	6	6	x	x	x
Analysis of Community		28	x	x	x	x	x	x	x	18	22
Clinical Experiences											
Simulation Game		12	6	14	14	9	x	x	x	x	x
Micro teaching		15	14	8	8	14	x	x	x	x	x
Human Relations Training		21	20	20	20	20	x	x	x	x	x
Tutorials		13	x	x	x	x	4	4	2	3	x
Practice Teaching		5	x	x	x	x	3	3	1	1	x
Totals		523	277	265	265	256	218	212	98	113	120

although attendance figures for the second week of classes are in all cases except mathematics lower than enrollment figures obtained on the first day of the conference.

Attendance at group meetings is shown in Table 10 and may be used as one indicator of Learning Resource Group (LRG) leaders' ability. Table 11 supplies the same information for the leaders of the Informal Seminars.

TABLE 10

ATTENDANCE AT LEARNING RESOURCE GROUP MEETINGS

Learning Resource Group	Number of Meetings Held	Number in Group	Average Number in Attendance
A	8	12	12
B	8	10	9
C	8	8	7
D	8	8	8
E	5	10	9
F	8	10	9
G	6	11	10
H	8	10	9
I	8	9	8
J	7	9	8

Table 11

ATTENDANCE AT INFORMAL SEMINARS
(Figures include staff members)

Seminar	Date	Number in Attendance
Black History	8/3	67
The Paraprofessional	8/4	55
Other Side of the Desk	8/5	44
State Directors	8/9	32
ABE Student Panel	8/10	42
Testing and Evaluation	8/11	37
Oscar Brown	8/6	99

Another way of evaluating competency in faculty and staff is to ask the conferee to rate them. On the last day of the conference conferees rated the staff and the results of this rating is shown in Table 12.

TABLE 12

CONFEREES' RATINGS OF FACULTY AND GROUP LEADERS
(N=69)

Group Rated	Rating			
	Poor	Average	Good	Excellent
Faculty	1%	7%	26%	64%
My group leader	3%	1%	30%	66%

Another way of evaluating faculty and staff is to look at the number of times conferees met with the staff member about their SDL plan, a problem or an ABE related situation. Conferees were asked eacn day to indicate whether they conferred with any of the staff members in such a way. Table 13 gives this information.

These data are limited by incomplete reporting but the data available indicate a great deal of personal contact between conferees and faculty-staff.

Methods

An emphasis was made on creating a variety of activities available in small group settings. Curriculum components were composed of four majors, repeated as four minors, in the form of courses. Attendance at the majors was high with a low of 30 and a high of 54. The five electives composing the analytical component allowed analysis at various levels from the individual

to the institution and attendance at these sessions ranged from 5 to 43 with the average attendance being much lower than the figures indicate for classroom enrollment.

TABLE 13

MEETINGS WITH FACULTY AND STAFF BY CONFEREES[1]
(N=75)

Category	Person	Number of times listed
Faculty	#1	537
	#2	325
	#3	330
	#4	532
	#5	330
	#6	533
	#7	327
	#8	324
	#9	531
	#10	196
	#11	197
	#12	197
Group Leader	#1	491
	#2	359
	#3	464
	#4	433
	#5	465
	#6	474
	#7	481
	#8	486
Other Staff	#1	462
	#2	181

[1] These figures are based on an average number of 75 conferees reporting for ten days. Group leaders who were also faculty members are listed as faculty. The Chicago Public School Resource Team and resource persons only present one day are omitted.

The five clinical experiences tended to be much smaller groupings ranging from a one to one experience in practice teaching, micro teaching, and tutorials to an attendance of 20 in the Human Relations training group to which entry was limited.

The Learning Groups ranged from 8 to 12 in membership. Informal field trips were organized with groups of from 3 to 20 depending on the site being visited.

The choice of activities either formally or informally organized extended to over 40 choices and ranged from single hour events to formal sessions of over 12 hours. Conferees were free to choose or not choose any activity. Once an activity was selected, conferees were counseled to continue in that activity only if it was profitable to them. Some conferees did move in or out of formal activities and Learning Groups although the general tendency was to continue in an activity or group to which the conferee had committed himself.

Each conferee was responsible for forming specific objectives, choosing activities to meet those objectives, producing a product and grading himself on his project. Eighty-one per cent of the conferees (67 reporting) stated that they completed a project. Eighty-nine conferees (92%) handed in an SDL plan. Some conferees explicitly stated that they did not wish to hand in SDL plans or to fill in evaluative questionnaires or to give their permission to contact their supervisor. These decisions by these conferees were not questioned although the decisions did limit the staff's ability to accomplish its objectives.

An emphasis on "hands on" and practical emphasis throughout the curriculum was controlled somewhat by the kinds of activities offered. The clinical experiences and many of the electives by their very nature required the conferee to be

involved in the process. The pre-planned field trips as well as those that were planned by conferees also tended to be very practical in nature.

Perhaps the hardest place to achieve such an objective was in the majors and minors which were essentially classroom experiences. A notable example of how, even in the classroom, a teaching style could meet such an objective was in the mathematics courses. Here no lectures were given; mathematical concepts were approached by the making of slide rules, computers, the use of cuisenaire rods, poker chips, playing cards, jacks, and drinking straws. The mathematics major and minor had a higher enrollment attendance ratio than any of the other majors and minors (See Table 9) which speaks to the efficacy of such an approach.

On the other hand, the desire to have more hands on training is not enough in itself to assure more such training. The success of this approach is also a function of the expectation of the conferees. In terms of enrollment figures alone it is clear that the priorities of the conferee lay in the activities which were more clearly classroom and subject matter oriented. It appears clear that the success of a more individuated approach to teacher training must in some sense desocialize the teacher from traditional concepts of where and how learning takes place. Conferees clearly had expectations on arrival which emphasized formal presentations and a structured curriculum. Those who had attended previous workshops would naturally have developed these expectations and shared them with others.

Participant Involvement

Five local principals, four ABE teachers, and four students were involved in the planning process and were involved as resource persons each evening in the Learning Groups. Ideally these persons were to be available as resource personnel to the conferees and to act as a reality check on Learning Group leaders. In practice the utilization of these local leaders at the conference fell short of these expectations. This appeared to be more the fault of the staff and the heavy program schedule rather than a bias of the conferees.

The Learning Group met for one hour each evening after the first night and it became apparent that this was not adequate time for the purpose of integration of experiences and the counseling and support of conferees, the avowed tasks of these groups. Accordingly the local resource team which met with the LRG's had low visibility and often felt they were an appendage to the conference and persons with poorly defined responsibilities. The student panel was an exception to this general reaction as there was a specific time allotment for their contribution. One teacher and two principals were utilized more fully within the local resource team than the other teachers or principal. ABE students were responsible for recruiting other students for micro-teaching and again in this specific responsibility the ABE students reported more satisfaction. Teachers on the local resource team were utilized in the field visits to the centers, the organizing of practice teaching and tutorials and in this respect their talents were used more fully.

A steering committee was organized at the conference with representation from each Learning Group. It was felt that a conference with such a flexible structure (SDL) needed some vehicle for feedback from the conferees. This, however, did not materialize. The group met three times but, because of severe time limitations on the part of the staff, did not receive the support it may have needed to become engaged more effectively.

Articulation

An effort was made to involve State Directors and Regional Project Officers as soon as the contract for the conference was executed. Unfortunately this was so late that most of the planning for the conference had already been formulated. Information regarding the conference and regular reports of the conference were sent out to the 14 state offices in the two HEW Regions.[1]

Perhaps the greatest coordinate activity lay in the recruiting of conferees which was accomplished for the most part by state officers. All state directors were invited to attend the conference at any time convenient to them. Two visited the conference. A panel of state directors was slated for an informal seminar but no state officer was available to participate and the responsibility fell on the Regional Project Officer.

A notable exception to this pattern was the state of Michigan whose state officer not only visited the conference but was able to have one of his staff in attendance. Several

[1] See Appendix F for copies of these reports.

meetings of the Michigan conferees were held during the conference to explain and integrate the experiences of the conferees at this conference with the activities going on in the state program.

Information on the AEA and National Association of Black Adult Educators was handed out to participants but little was actually done to help participants gain an appreciation of professional adult education associations because of time limitations.

Because of the involvement of graduate students from the special field of adult education some conferees gained an increased appreciation for the field of adult education. On three occasions reports on research or demonstration projects in ABE were discussed in small group meetings. A special session to report on research findings to the larger group was deleted from the program as the pace of the conference increased and conferees began to be fatigued.

Accommodations

It was assumed by the conference staff that the main difficulties in planning an effective program would be in these specific criteria previously outlined which dealt with the specifics of the ABE conference. These assumptions were not valid for the greatest single detriment to the quality of the conference appeared to be the accommodations. On the first day of the conference 25% (N=76) reported their living arrangements unsatisfactory; on the last day of the conference 40% (N=69) rated the motel as poor. Several conferees moved

out of the motel after the first week. Dining accommodations and a shuttle service promised by the motel proved, in the first instance, non-existent, and in the second instance, inadequate.

Late funding and budgetary constraints prohibited the use of the Center for Continuing Education located on the campus and expressly maintained to serve adult residential conferences.

Pace of the Conference

The idea behind the heavy schedule of activities was the assumption that conferees would make choices and therefore not attend all activities. The conferees tended to over program themselves in attending scheduled sessions, thus increasing their fatigue as the conference progressed. A group norm appeared to be established early in the conference towards a heavy work orientation. When group leaders at the end of the first week pressed conferees for their SDL plans, the frustration due to time limitations became very apparent. Actual attendance at the 18 scheduled daytime activities was 1824 which averages out to 18.8 times in attendance for each conferee. Table 14 shows attendance on field trips and special activities, which along with attendance at the informal seminars and Learning Group meetings so increased the load on the conferee that it most likely is the explanation of lower attendance records the second week of the conference in terms of enrollment.

TABLE 14

ATTENDANCE ON FIELD TRIPS AND SPECIAL ACTIVITIES
(Figures include staff in attendance)

Activity	Date	Attendance
Formal sessions		
Opening Session	8/1	95
Orientation meeting	8/2	89 (Excludes staff)
Field trips		
Adult education centers	8/2	92 (Excludes staff)
Malcolm X College	8/6	99
Operation Breadbasket	8/7	84
Black bookstores	8/7	10
Marshall Evening School	8/10	12
St. Charles Jail	8/12	23
PACE Institute	8/12	23
Special Activities		
Conference party	8/8	80 (approximate)
Detroit Film	8/11	60
Evaluation meeting	8/12	91 (Excludes staff)

In evaluating their reaction to the pace of the conference, conferees reported, on the last day of the conference: poor 8%, average 34%, good 38%, and excellent 20% (N=69). From the staff's perspective these ratings by the conferees present a brighter picture than perhaps actually existed.

Conclusions

In terms of the criteria stated earlier under the five subheadings: recruitment, faculty and staff, method, participation, and articulation it is concluded that some of these criteria were satisfied to a high degree while less success was had in others.

Recruitment.--The staff was satisfied with the number of conferees attending although in any future conference it would be recommended to accept at least ten more applicants than the number of conferees planned for. Since dependents averaged only 1.7 per conferee while three are budgeted for there would be extra funds to absorb a few extra conferees in case fewer withdrew.

The high enrollment of non-whites exceeded the expectations of the conference staff, and this criterion was fully met. It is still evident that those with education tend to get more education and perhaps a goal for a future conference should emphasize the attendance of teachers with less than a bachelor's degree. At this conference 52% had a bachelor's degree and 45% had a master's degree; only two persons reported having less than a bachelor's degree (N=71). These data proved to be significant in the scores on conferees' tests.

The criterion for enrolling teachers at a teacher training conference was not fully met. Twelve per cent of the conferees were administrators (12% missing data due to the fact that a different application form was used by one state) and 72% were teachers. It could be argued that it is appropriate for administrators to attend a teacher's conference but certainly the needs of an administrator cannot be adequately met by a teacher oriented curriculum and the need to meet the special needs of such persons puts an inordinate amount of pressure on the faculty and staff.

Most of the teachers represented one program each rather than several teachers coming from one program. Yet at this conference duplication of individuals reporting to the same local supervisor appears on the surface to be unfair when so few places are allocated to each state. If, in fact, this analysis is correct, something would have to be done to get earlier funding so that recruitment could be more selective. The experience of the staff was that very little selecting, except in obvious cases of the wrong region or applications for ESL, was available as an option. With such close time sequencing, it is not possible to be selective in admitting students and to recruit a full complement of conferees.

The criteria of having teachers who had not had the benefit of prior conferences was only partially met. About 26% of the conferees had been at previous conferences. One person reported having attended another conference just prior to attending this conference. The activities of the four-time conference goer were in this particular case far less ambitious or productive than those of most of the other conferees. Again the same constraints operating in selecting out teachers operates in this situation as well. It is difficult to ascertain, when a state director's approval is given, whether conferees who have been at prior conferences should be excluded especially if there is a concern that the conference might be under subscribed.

Faculty and Staff.--The project staff felt that the selection of faculty members in terms of competency and the ability to supply substantive material was met in most cases. By encouraging a low profile of faculty and staff within the conference, the staff's desire to stress ability which comes in many forms was expedited and no central "high-powered" figures emerged during the conference.

The criteria of recruiting black faculty and staff was met to the satisfaction of the project staff. Some participants raised questions about a white director and some white staif members were challenged on occasion by a few conferees for their participation in the conference. Generally these challenges were handled maturely by staff and conferees although some tensions inevitably arose. Perhaps one oversight in the curriculum was the lack of an opportunity for conferees to learn more about proposal writing, an observation made by a black administrator. This suggestion has merit when administrators are to be involved in teacher training conferences.

The choice of group leaders was more limited and in some cases the criteria for group leaders was not met. Because of budget limitations some faculty members and some staff members did double duty. This seriously affected their ability to individuate the learning experience for each group member and to provide adequate support in assisting the conferee in meeting his objectives.

It is the conclusion of the staff that this type of conference is far more productive than a format of many lectures given to a group of this size. Obviously the format

of this conference requires more personnel but in the final accounting may be less costly per conferee if the quality of the experience is to be considered. These decisions lie outside the decision making power of the conference planner since he is dealing with pre-allocated figures.

Methods.--The criteria of emphasizing small groups was met in most cases with the notable exception of the classes. A wide variety of activities were offered and conferees made their own choices. The schedule was considerably less flexible than had been imagined but this may be a function of total time allotment - and an overly ambitious staff. Even two more days would have lessened the stress on the conferees for by Monday of week two conferees had started to adjust their schedules in terms of the SDL model and the demands it was making on their time.

The amount of experiential and "hands on" training seemed to be well balanced in respect to other portions of the curriculum. A notable example of inductive teaching was exhibited in the mathematics course and this example could well be followed by others if it fit their teaching style.

Participant involvement.--There was mixed success in reaching the stated criteria in this area. The involvement of local ABE teachers, principals, and students added immeasurably to the quality of the conference, yet at some points these persons were not used as fully as possible. More experience on the part of the staff is needed in involving practitioners and students so that an optimum use of their time and talents can be made.

The steering committee did not function as was expected. This failure seems to fall again on the staff for not having the foresight to provide the necessary support for this group. It would seem that if a steering committee is to be utilized to allow for the participant's voice in the conference, it should be included in the scheduling of activities providing ample time for this group to serve a useful function.

Articulation.--On this criterion there appears to be as much failure as success. A communication link between the conference and staff offices functioned mainly in the recruitment area. Of course each state officer has to relate to a number of conferences and monies for his activities must come from his budget. Late funding does not help the situation.

The criterion of linking the ABE conferee with the larger adult education enterprise was not seriously dealt with at the conference.

In conclusion to the conference evaluation it can be said that most of the specific criteria explicated by the staff were met quite adequately. Where criteria were not met the causes appeared to be (1) a lack of lead time in planning the conference, (2) insufficient staff personnel of the kinds needed during the conference, and (3) a lack of experience of the planning committee with state systems as well as poor information on recruitment experiences in previous conferences.

Analysis of Data and Conclusion -
The SDL Model

In previous teacher training conferences it appears that no data have been collected regarding various program designs and their efficacy as mechanisms for teacher training in ABE. It is not the intention of the conference staff to suggest that one model is the best for training teachers. Rather it is the intention of the conference staff to attempt to test one model for teacher training because it appears to be particularly applicable to a given population.

ABE teachers deal with a highly heterogeneous group of students who come to the program with varying skills, experiences, and abilities. Most of these students have practical expectations based on achievement within the classroom. Many ABE students have not had a wide experience in defining alternatives and have difficulty in making choices within highly complex bureaucratic systems which they must deal with regularly.

If students are to learn how to be more adept in defining alternatives in complex situations it seems essential to allow ABE students the opportunity to define alternatives and to make decisions based on a knowledge of the system in which he is operating. One way of accomplishing this goal is to teach by means of a process utilized within the classroom which demonstrates what it means to take initiative, make decisions, and be responsible for the consequences of those decisions. This process would be appropriate for any student who was not dependent on a highly structured situation as the process can be introduced gradually and increasingly make the

student more independent as an adult learner. Hopefully this process is transferable outside the classroom in all areas of the student's life.

A problem in implementing such self directed approach is that many ABE teachers are only part-time employees and generally teach children as a full-time occupation. The very nature of most education at present places learning by the student in a very structured situation with the student for the most part a passive recipient of the teacher's organizational skills and subject matter expertise. Many ABE teachers have difficulty in adjusting to a classroom of adult students and do not assume that the adult student should have the opportunity to exercise his experience and maturity as much as possible.

Accordingly, ABE teachers must first be convinced that a SDL model does indeed work for them before there is any acceptance of the notion that it might work with their ABE students. A teacher training conference provides one opportunity to remind or acquaint the teacher with the fact that learning can be the responsibility of the student, if given the proper support and guidance.

Based on this reasoning the SDL model was the design selected for testing at this conference. This design cannot be compared with any other design since there was no conference designated as a control. What the staff hopes to do is provide empirical evidence which might answer several questions about the model therefore making a start at producing data from which

more rational choices regarding program design may be made. These questions are:

1. Is an SDL model acceptable to conferees as a method for an ABE teacher training conference?

2. Are there cognitive gains made at a conference using an SDL model which are demonstrable at least three months following the conference?

3. Can supervisors see changes in a teacher's behavior especially in his use of initiative following participation at a conference in which the SDL model is used?

4. Will a substantial number of conferees exposed to the SDL model attempt to implement it in some way with ABE students in their classroom?

5. Does a two-week conference allow enough time for teachers to comprehend the process behind the SDL and internalize the method so that they are able to transfer it to a new situation if it is deemed advisable?

These questions will be the guideline for the presentation of data and the criteria by which the model was tested.

Acceptability of the Model. The SDL model was presented to the conferees in a catalog sent to them prior to the conference. The model was explained to the group in an orientation session on the first day of the conference, August 1, and further defined in the Learning Resource Group (LRG) that evening prior to the selection of activities.

The conferees generally accepted the idea of the SDL model as it was presented. No strong resistance was expressed

to the model at this time. Table 15 contains data which indicate how conferees felt about the model on the first day as well as on subsequent days.

From Table 15, it can be seen that as the conference progressed a more general acceptance of the SDL plan became evident with 59% of the conferees having a positive attitude toward the SDL model and 65% stating that they could use such a model with their students.

TABLE 15

CONFEREES' REACTIONS TO THE SDL PROCESS

Date	Question	Rating		
		Negative	Undecided	Positive
Aug 1 (N=76)	1. I feel I have a general understanding of the curriculum.	42%	50%	8%
	2. I feel satisfied that I understand how to use the SDL approach to plan my program.	24%	49%	27%
	3. I feel confident about selecting the project I plan to work on at the conference.	34%	45%	21%
Aug. 2 (N=85)	1. My reaction to the LRG is	13%	12%	75%
	2. My reaction to the SDL approach is	23%	18%	59%
Aug. 6 (N=70)	1. After one week's attendance, my general opinion of the conference is	6%	14%	80%
	2. My opinion of the SDL approach is	13%	27%	60%
	3. My opinion of the LRG is	7%	19%	74%
Aug. 12 (N=69)	1. I think self-directed learning--	11%	13%	76%
	2. I feel I could use SDL with my students	6%	29%	65%

This progression in the conferees' thinking did not occur without difficulties. It became evident during registration for activities that many conferees were choosing a maximum of formal activities, some of which were not related to a specific stated objective. The conferees enrolled for an average number of 5.4 activities with many taking the two majors and the two minors. It appeared that the SDL model was not going to interfere with the conferees' expectations of gaining access to a great number of subject matter areas.

The daily logs became not only a means of the conferees reporting their activities and feelings regarding the conference to the staff, but also a means of conveying the staff's expectations of the conferees. Questions were asked regularly regarding the progress of the SDL plan, what resource persons had been contacted, and what opinion the conferees now had of the SDL plan. In the LRG a great deal of time was directed to helping conferees understand the process and to actually formulate a plan. Three LRG's cancelled group meetings the first part of the second week and spent time in individual conferences with the group leaders developing their plans. In some groups, each conferee reported regularly on the development of his plan and discussed any problems he might be having in its development.

In Table 16 questions from the daily logs regarding the progress of the SDL plans and the responses of the conferees are shown.

TABLE 16

PROGRESS OF THE SDL PLAN

Date	Question	Rank	
		No	Yes
Aug. 3 N=70	Have you decided on the project that you wish to work on?	17%	83%
Aug. 4 N=70	Have you begun your individual project?	13%	87%
Aug. 5 N=62	Do you feel that you are making satisfactory progress?	11%	89%
Aug. 9 N=70	Is your project in a satisfactory stage of development?	15%	85%
N=57	Are you having difficulty reaching resource persons?	98%	2%
Aug. 11 N=63	Do you feel that you are accomplishing the objectives for the conference?	42%	58%

The role of the LRG and its leader appeared to be very important both in the understanding of the process and the actual producing of a plan. Table 17 contains data showing conferees' scores on the SDL plan arranged according to the group. Conferees' scores on their SDL plans ranged from 8 to 24 based on criteria which spoke to the clarity of objectives and the internal consistency of the activities, materials, time sequencing and product. Another set of criteria spoke to the understanding of the questions on the SDL process and a judgment of how the whole plan exemplified an understanding of the process. In examining the data by groups it appears that some groups appeared to facilitate the group members developing a good plan. Groups G and H had 55 and 60% of their group members in the top quartile; Groups C and H on the other hand had no participants with grades in the top quartile. Groups A, B, E and J had no participants

with scores in the lowest quartile, and Groups F and G had about 20% of their groups' scores in the lowest quartile.

TABLE 17

CONFEREES' SDL SCORES GROUPED
BY LEARNING GROUPS
(N=97)

Score	Groups										
	A	B	C	D	E	F	G	H	I	J	Total
	N=12	N=10	N=8	N=8	N=10	N=10	N=11	N=10	N=9	N=9	N=9
21-24	41%	20%	0%	13%	40%	10%	55%	60%	0%	33%	29%
17-20	25%	40%	25%	37%	20%	30%	27%	20%	45%	33%	30%
13-16	25%	30%	62%	37%	30%	40%	0	0	33%	12%	26%
8-12	0	0	13%	13%	0	20%	18%	10%	11%	0	8%
no plans	9%	10%	0	0	10%	0	0	10%	11%	22%	7%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
mean score	19.5	18.8	15.6	17.3	19.1	16.5	19.7	20.0	15.7	19.1	18.2

Six groups had at least one person who did not turn in a plan; a notable exception is Group G, with 11 members, in which all plans were turned in, all members reported their project to the group, and 82% received a score of 17 to 24. The mean score on SDL plans handed in was 19.7. Morale in this group was high. It was the only group which sponsored an evening dinner meeting and its members presented their group leader with a gift on the last day as a token of its appreciation. This group met five times and cancelled two meetings in favor of individualized conferences with their leader.

On the other hand, another group questioned the advisability of meeting regularly in week two because there wasn't anything to do in the group. In this group attendance was erratic, 50% received a grade of 16 or less, and one person did not hand in a plan. The mean score of the SDL plans handed in by this group was 15.7.

In terms of the larger sample for which data on these two variables were more complete, clearly the personality of the group leader and in some cases the composition of the group affected what was done in and by the group and its members. The data seem to indicate that the group leader was an important part of the successful use of the SDL model. Those group leaders whose only responsibility was the LRG gave more attention to their groups than did leaders who had other responsibilities. Group leaders who appeared confident in their own ability, had a good grasp of the SDL model, and appeared open to experimenting with the model, were the best group leaders. It also seemed that those group leaders familiar with and experienced in short term intensive training were able to facilitate group members production of SDL plans. Leadership style did not seem to be important as leadership in two of the most productive groups was in the one, highly structured, and in the other, loose and permissive.

LRG leaders also made reports on how their groups were progressing. From these reports it is apparent that most group leaders found that there was too little time to accomplish the integration of daily experiences and to deal with the developing

of the SDL plans. One staff meeting to help group leaders with developing the SDL plan appeared to help some but was not sufficient to deal with the problems LRG leaders were having throughout the conference.

Part of the problem appeared to lie in the inexperience of some group leaders and for others the problem appeared to be in the amount of time that they were present at the conference. The lack of regular staff meetings to support the group leaders in their problems was still another deficiency.

In order to test statistically for the effects of the LRG on student's ability measured by SDL scores a chi square was calculated between the SDL score and the Learning Resource Group. Chi squares on two other discrete variables, state and region, were also calculated. The results are shown in Table 18.

TABLE 18

RELATIONSHIP OF LRG, STATE AND REGION ON SDL SCORES

	X^2	df	Significance
LRG	35.6	36	.05
State	49.8	52	.05
Region	10.8	4	.05

Continuous variables (number of conferences attended, type of employment, i.e., full time, part time, educational attainment, years of experience) were placed in a step down regression analysis with SDL scores as the dependent variable. Only level of education approached significance (F score 3.5) at the .05 level accounting for 10% of the variance.

From this analysis there is empirical evidence that the LRG was significantly related to SDL scores, as was the geographic location from which the conferee came. Educational attainment was the only other variable for which effects on SDL score approached significance but this relationship was only able to account for a small amount of the variance.

Cognitive gain with resulting behavioral changes. Data on the effectiveness of the SDL model in this area were collected in two ways. Conferees were asked to respond to identical case studies on arrival and just before leaving the conference as well as three months after the conference. These case studies gave the conferees an opportunity to utilize information gained at the conference in solutions offered to the problem situations. Three months following the conference, conferees were also asked to give information on how, if at all, they had applied their experiences at the conference in making modifications in their working situation.

Table 19 contains the conferee's scores on three case studies given at Pre-Test, Post-Test I, and Post-Test II.

TABLE 19

TOTAL SCORES ON THREE CASE STUDIES:
PRE-TEST, POST-TEST I, POST-TEST II
Range = 9 to 27

Scores	Pre-Test (N=77)	Post-Test I (N=68)	Post-Test II (N=41)
9 - 12	39%	21%	32%
13 - 17	54%	51%	41%
18 - 22	7%	23%	25%
23 - 27	0%	4%	2%
Mean	13.6	15.7	14.7
Median	13.4	15.6	14.6
Mode	12.0	16.0	18.0

In a few cases some conferees did not respond to all three case studies within the set. In these cases an average score was given to the missing case study from the scores on the studies to which the conferee responded.

These data show that confereees as a group raised their mean scores on the Post-Test I 2.1 points and after three months had a mean score 1.1 points higher than on the Pre-Test. Since the range of scores available was 18 this would translate into a 12% increase for the conferee group between the Pre-Test and and Post-Test I with a 6% increase maintained on Post-Test II. However the base for these figures is appreciably smaller for Post-Test II (N = 41).

These data indicate that conferees showed cognitive gain and that about half of this gain persisted at least three months after the conference.

Since these figures were derived from differing samples of the population, those conferees who had data for all of the three testing times and also had an SDL score were selected out and Pearson product moment correlations were completed for these four variables. The results of this analysis are seen in Table 20.

In looking at this selected sample of conferees it can be seen that high scores on the pre test predicted high scores on both of the post tests, as well as a high score on the SDL plan. The relationship of the score on the SDL plan with the scores on both post tests does not show a strong relationship. Within this select sample it can be concluded that conferees

who did well on their SDL plan tended to do well on the Pre-Test This possibly can be interpreted in terms of ability. That is to say that conferees who on entry to the conference demonstrated more ability appeared to be able to comprehend and implement their SDL plans more effectively.

TABLE 20

CORRELATIONS OF CASE STUDY SCORES AND SDL PLAN ON 29 SELECTED CASES HAVING COMPLETED DATA

	Pre-Test	Post-Test I	Post-Test II
SDL Score	.35	.24	.21
Pre Test		.46	.42
Post Test 1			.51

r .30 = .05 degrees of significance.

On the other hand comprehending the SDL process and applying it in a plan was not the determining factor in having cognitive gain on the Post-Tests. That is to say that cognitive gain, as measured by the case studies, was not a function of understanding the SDL process and applying it.

In order to determine the effects which contributed to cognitive gain, scores on the Pre-Test and Post-Test I were averaged to serve as a gain score, which controlled for the effects of the Pre-Test scores. A step down regression analysis was thus performed using selected independent variables and results are reported in Table 21.

Within the regression analysis sex and number of conferences attended were not found to be predictors of cognitive gain. Years of experience, type of employment, educational attainment, and

TABLE 21

ANALYSIS OF COGNITIVE GAIN SCORES WITH SELECTED INDEPENDENT VARIABLES

	Variables	R Square	F Score
Regression 1	SDL	.06	6.0
	Years of Experience	.09	4.0
	Educational Attainment	.10	2.8
Regression 2	Type of Employment	.07	6.0
	Educational Attainment	.09	3.8
	Years of Experience	.11	2.9

SDL score were all found to be significant at the .05 level but no combination of variables accounted for more than 11% of the variance.

Frequency distribution or cross tabulations between SDL and case study scores were computed by state, sex, experience, educational attainment, and type of employment in order to see the relationships between selected independent variables and the dependent variables within as large a sample of the population for whom data were complete. The data broken down by state are shown in Table 22.

Analysis by State

Conferee scores do vary by state with conferees from Alabama, Kentucky, Mississippi, and North Carolina scoring below 13.0 on the Pre-Test and with the exception of those from North Carolina lowest on the SDL plan. Those states receiving the highest scores on the Pre-Test are represented by only one conferee and no conclusions can be drawn from these data. With the

exceptions of Michigan and Ohio, conferees from all states showed gains on Post Test 1.

TABLE 22

ANALYSIS OF SDL AND CASE STUDY SCORES BY STATE

State	(N)	Mean SDL Score	(N)	Mean Pre-test Score	(N)	Mean Post-Test 1	(N)	Mean Post-test 2	(N)
Alabama	(8)	16.4	(8)	11.8	(7)	14.1	(8)	17.6	(3)
Florida	(11)	18.3	(10)	14.0	(10)	15.1	(10)	12.0	(6)
Georgia	(5)	17.3	(4)	13.4	(5)	14.0	(4)	11.3	(3)
Kentucky	(2)	15.0	(2)	13.0	(1)	18.0	(2)	15.0	(1)
Mississippi	(3)	14.6	(3)	12.3	(3)	13.0	(2)	13.0	(2)
No. Carolina	(9)	17.9	(9)	12.7	(7)	16.6	(3)	16.0	(3)
So. Carolina	(4)	19.5	(4)	14.3	(3)	19.7	(4)	16.3	(4)
Tennessee	(8)	19.0	(8)	13.6	(8)	17.1	(6)	15.0	(3)
Illinois	(12)	20.0	(10)	13.4	(9)	19.0	(4)	13.3	(3)
Indiana	(4)	18.3	(4)	13.7	(4)	15.0	(4)	12.0	(1)
Michigan	(17)	17.7	(14)	13.7	(7)	13.8	(5)	15.5	(6)
Ohio	(12)	19.0	(12)	14.5	(11)	10.5	(8)	14.0	(4)
Wisconsin	(1)	21.0	(1)	15.0	(1)	18.0	(1)	18.0	(1)
Minnesota	(1)	24.0	(1)	18.0	(1)	20.0	(1)	24.0	(1)
Grand mean		18.2	(90)	13.6	(77)	15.7	(62)	14.7	(41)

In looking at the results of Post Test 2, which have limitations because of the low response rate, long term cognitive gains, as measured by the case studies, were highest from Alabama, North Carolina, South Carolina, Tennessee, and Michigan. Data for the one conferee from Wisconsin as well as the one from Minnesota whose scores are atypical of the patterns shown by conferees from other states were not considered in making the inter state comparisons.

As expected, those conferees from states with lower initial scores tended to show the most gain from the conference. States representing the deep South tended to have lower scores on the SDL plans and the case studies. Conferees from Michigan

and Illinois have the lowest response rate on the case studies which is unfortunate since together these states accounted for 29 or 30% of the conferees.

Analysis by educational attainment, sex and experience.

The educational attainment variable was divided into two criterion groups: those having a bachelor's degree or less and those having a master's degree. The ABE experience variable was divided into three categories: those having less than one year's experience, those with one to two years' experience, and those with over two years' experience. SDL scores were then broken down in terms of sex, education and experience as shown in Table 23.

In Table 23 among the 79 conferees with complete data on these three variables, there were no sex differences on the group mean SDL score. SDL scores for both men and women were affected when the influence of education was accounted for. In both groups (male, female), those with master's degrees had a higher mean SDL score. When experience was introduced a variety of effects took place. For men the SDL scores were inversely related to years of experience while for women the relationship was direct. Men with master's degrees did progressively less well on the SDL scores as their experience increased. The same pattern is seen in women with bachelor's degrees or less. Women with master's degrees show the opposite tendency with SDL scores increasing with experience. Women with bachelor's degrees or less have a higher score on the SDL than women with master's degrees at the same level of experience.

TABLE 23

SDL SCORES REPORTED BY GROUP MEAN BROKEN DOWN BY SEX, EDUCATION AND EXPERIENCE

Sex	Male (30) 18.0		Female (49) 18.0	
Education	Bachelors or Less (16)	Masters (14)	Bachelors or Less (35)	Masters (14)
	17.3	18.7	17.8	18.6
Experience				
less than one year	19.3(4)	22.0(1)	19.5(9)	15.0(3)
Over one year but less than two years	13.6(5)	20.0(2)	17.8(5)	18.0(3)
Over two years	19.0(7)	18.2(11)	17.1(21)	20.1(8)

Scores on the Pre-Test and Post-Test 1 also indicated that as a group the amount of experience inversely affected how well conferees scored on the case studies on both occasions. Ten percent of those conferees with less than one year's experience scored in the highest quartile on the pre test, as compared to 7% of those with one to two years of experience and 2% of those with over two years experience. In post test 1, conferees in the two lowest experience groups each had about 25% of their group in the top quartile as compared with 15% of the conferees who had the most experience in ABE (over two years).

It is difficult to interpret these results but one explanation could be that those with less experience tend to apply themselves more in a new situation with the exception of

women with master's degrees who appear to make education and experience work for them at least in terms of their comprehension and application of the SDL model.

Part time, full time employment.

Another variable, part time or full time employment was used as a basis for computing group mean scores on the SDL, post test 2, and in terms of supervisor's ratings of the conferee. These data appear in Table 24.

TABLE 24

SDL SCORES, POST-TEST 2, SCORES AND SUPERVISOR RATINGS[1] BY TYPE OF EMPLOYMENT

	SDL	(N)	Post-Test 2	(N)	Supervisors Rating	(N)
Full time	17.9	(27)	17.0	(18)	30.7	(17)
Part time	18.5	(57)	15.3	(46)	34.3	(45)
Grand mean	18.3	(84)	15.8	(64)	33.3	(62)

[1]Supervisors were asked to rate their conferee in ten areas on a scale of 1 to 6. These ratings were added together to make the supervisor rating score. See Appendix C.

The relationships between type of employment and score on SDL plans and Post-Test 2 are not strong. Part time personnel did somewhat better on their SDL plans while full time personnel obtained higher scores on Post-Test 1 than part time personnel. Supervisors on their evaluation of conferences prior to the conference rated part time employees somewhat higher than full time employees. Except in terms of cognitive gain as measured by the Post-Test, no conclusions can be drawn from these data. Apparently full time personnel are more able to respond to new

information when asked to apply this information to specific ABE situations. In terms of the SDL model no significant differences were noted in terms of this variable.

Another way of determining the effect of cognitive gain and its application back home was to ask the conferee as well as his immediate supervisor to indicate how the conferees' behavior changed after the conference. Conferees' responses are reported in this section and the supervisors' responses will be reported in a later section.

Forty-five conferees (46%) responded to the post-conference questionnaire. Of those responding, four of the conferee questionnaires were answered perfunctorily while the remaining 41 respondents reported more specifically and completely what they perceived as their responses to their conference experience.

The reporting of these responses will be dealt with under two categories: (1) the implementation of substantive knowledge or skills and (2) the implementation of the SDL process.

Substantive knowledge or skills.--First, conferees were asked how they had implemented their SDL projects, if at all. Responses were divided into four categories:

1. General: non-specific responses or responses that related to the question.
2. Moderately Specific: respondent gave direct ways in which he had utilized this project without any evaluative or supportive comments.
3. Specific: respondent provided supportive information on how he utilized his project.

4. Highly specific: respondent provided supportive and evaluative information on how he used his project.

Within these four categories the responses were distributed in the following manner:

General (8 responses) Examples: (1) "In In-service Training" (2) "In Self-Directed Learning, in recruitment, in community contact and teaching."

Moderately specific (13 responses) Examples: (1) "I have been more aware of the value of 'reinforcement' I learned doing my videotape teaching." (2) "I used the test as a device to measure or determine the reading level of beginning students."

Specific (15 responses) Examples: (1) "I planned a Teacher Training workshop with 95 teachers for three hours per night for three nights. The results were very good." (2) "I have been able to set up about three projects connected with the Black Experience. (It) became the main theme of our course in world history;--the importance of economics in the Black community;--ABE students were divided into groups according to their subject areas of interest and developed study programs and themes in these areas."

Highly Specific (9 responses) Examples: (1) "My immediate project was to conduct a 'cultural awareness' session back home. Fortunately another group went to an ENABLE workshop - and returned with the same goal, therefore we were able to work with each other. On the part of the staff, it reinforced some people's beliefs, added tangible techniques and materials in

teaching and added credence to some statements I'd made during the year."

(2) "I explained to the class the purpose of my attending the conference--I further invited their suggestions as to how we could work as a team to successfully implement new ideas if they felt it would be feasible. They accepted overwhelmingly and were quite happy to know that someone was interested in their welfare. As a result the interest and attendance is great and they readily submit their suggestions."

The 45 respondents give evidence that most SDL projects were utilized back home. Although four reported they had not as yet utilized their project, two had specific plans for utilizing it in the future. In three of these cases external conditions had prevented implementation of the plan.

Conferees were also asked if they had reported back on their experiences at the conference to anyone. Twelve of those responding had reported back to their supervisor and/or people up the administrative line; 28 persons reported to their supervisors and the staff of their units, four persons stated they had not reported to anyone, while one person misunderstood the intent of the question. The reasoning behind the question was to see if representatives of various ABE programs were able to take back information gained at the conference and to bring about improvements in their programs because of this information.

Fifty-six per cent of the conferees who did report back to their staff and/or supervisors indicated that their reports brought about specific changes in the programs. Many

of these changes dealt with increased options in the use of materials and the adoption of specific techniques in reading and mathematics. In about 25 per cent of the cases, the conferees' experience was incorporated into some kind of an in-service program.

Conferees were also asked to check those activities which they participated in at the conference in which they have had occasion to apply what they learned back home. The responses of the 45 conferees reporting are shown in Table 25.

TABLE 25

ACTIVITIES PARTICIPATED IN AND APPLIED BACK HOME
(N=45)

Activity	# Participated - applied
1. Reading	27
2. Mathematics	23
3. ABE Materials Analysis	22
4. Black Experience	21
5. Urban Living Skills	17
6. Learning Group Meetings	14
7. Human Relations Training Group	14
8. Visit to Malcolm X	13
9. Operation Breadbasket	11
10. Analysis of Self and Values	11
11. Tests and Evaluation	9
12. Micro Teaching	7
13. Institutional Analysis	6
14. Simulation Game	6
15. Conferee Organized Field Trips or Conferences	6
16. Community Analysis	6
17. Analysis of ABE Classrooms	5
18. Tutorials	4
19. Practice Teaching	0

The activities that at least 50% of the conferees reported as having been applied along with the number of

conferees reporting this activity were:

*Reading - 27

*Mathematics - 23

*Materials Analysis - 22

Black Experience - 21

Those activities which at least 25% of those reporting were able to apply were:

*Urban Living Skills - 17

Learning Group Meetings - 14

Human Relations Training Group - 14

Analysis of self and values - 11

Operation Breadbasket - 11

Of the ten activities most applied back home, only four (those with asterisks) can be considered strictly subject matter oriented. Some of the activities listed were aimed at increasing the awareness of the conferee or enlarging his perspective of the special needs of dealing with a minority student group. One activity, the Learning Resource Group, could have had either a content or process orientation.

Interestingly enough it appears, based on those conferees reporting, that a majority of the experiences which were applied back home were not those usually considered to have the easiest application, i.e. those with a highly specified content orientation. The data do not allow generalizations regarding why conferees perceived subjective or process oriented activities as being those activities most applied but one possible explanation may be that the learning method contributed to the ability

of the conferees to utilize more abstract or general concepts back home.

In order to ascertain just how the conferee had applied his experiences gained at the conference, the conferee was asked to name the three activities most useful to him and how he had applied these back home. These data are shown in Table 26. Interestingly enough 16 of the 19 listed activities were named at least once. The way in which that activity was applied, as stated by the conferee, gave some evidence as to the broad spectrum of situations and responsibilities the conferee represented. That is to say, that although different conferees, when judging what conferee activities were most useful, could agree on four or five activities as being the most useful, there remained wide variations in the activities considered most useful and for the most part these covered every area of the conference curriculum.

It seems apparent that there was cognitive gain among the conferees because of attending the conference as supported by the quantitative and the more subjective data. How this gain compares with other conferences which had different curriculum content and methodology is the more interesting question but there were no data collected to answer that question.

Behavioral changes in conferees as noted by supervisors.--Can supervisors see changes in a teacher's behavior especially in his use of initiative following participation at a conference in which the SDL model is used? This section will present the supervisor's reactions to the question. This evidence will be

evaluated in two forms, quantitative and qualitative. The quantitative form will take into consideration the supervisors' ranking of staff members, pre and post conference; pre conference objectives and the extent to which they were met after the conference; and the extent to which conferees benefitted from the conference. The qualitative form will be concerned with the supervisors' individual comments on some of the foregoing areas and whether or not their expectations have been implemented and how they were implemented.

TABLE 26

SUPERVISORS' RATINGS OF STAFF MEMBERS

	Range of Scores	Mean	Median	Mode	Standard Deviation
Pre (N=68)	10 to 56	32.0	32.6	33.0	6.3
Post (N=67)	16 to 55	33.2	32.9	34.0	5.7

From Table 26 it can be seen that as a group no significant changes occurred in the supervisors' pre and post conference rating of their staff members with only one point difference in the mean score. In Table 27, it can be seen that little over one-half (58%) of the projected objectives of supervisors for the conferees were to learn new approaches and techniques and to strengthen understanding of ABE objectives. Only one percent of the supervisors' objectives expressed a desire for conferees to learn about evaluation and selection of materials.

A majority of the supervisors (75%) felt that their objectives had been met in sending staff members to the conference

(Table 24). Some typical comments were:

(1) All of us have profited a great deal. (2) New ideas and approaches have been conveyed. (3) Staff member is a better teacher, counselor, or administrator. (4) Developed a feeling for problems of urban Black adults. (5) Recruiting and/or teaching techniques have been applied.

TABLE 27

SUPERVISORS' OBJECTIVES IN SENDING STAFF MEMBER TO THE CONFERENCE (N=64)

% Responding	Objectives
42%	1. To learn new approaches and techniques, and to become aware of new materials.
16%	2. To strengthen understanding of general objectives of ABE
8%	3. To strengthen his individualistic approach to teaching
8%	4. To learn more about the Black Experience
8%	5. To become more aware of the needs of Black adults
6%	6. To administer better and broader programs
6%	7. To interact with other ABE teachers and experts
5%	8. To improve in ability to recruit and retain students
1%	9. To learn to evaluate and select materials

TABLE 28

EXTENT TO WHICH SUPERVISORS' OBJECTIVES WERE MET (N=61)

Yes	Somewhat	No
75%	25%	0%

TABLE 29

EXTENT TO WHICH STAFF MEMBERS BENEFITTED FROM CONFERENCE AS JUDGED BY SUPERVISORS (N=62)

Little or Neutral	Some	Great
5%	58%	37%

Ninety-five percent of the responses from supervisors indicated that some or great benefit had been gotten from the conference by their staff members.

Relative to ABE for the urban population, several concepts and techniques were stressed at the conference. Evidence of the application of these concepts to the conferees' work since attending the conference is shown in Table 30.

TABLE 30

CONCEPTS AND TECHNIQUES APPLIED BY CONFEREE AS REPORTED BY SUPERVISORS (N=64)

% Applied	How Applied
17%	1. Urban living (coping) skills
13%	2. Improving reading of urban Black adults
13%	3. Use of behavioral objectives
11%	4. Sensitivity to and knowledge of the Black experience
9%	5. Self-Directed Learning
9%	6. Use of techniques clarifying values of self and others
8%	7. "Hands on" Math Skills
8%	8. Use of new curriculum materials
6%	9. Use of group work or simulation techniques
6%	10. Improved use of testing and evaluation

Urban living (coping) skills, improving reading for urban Black adults, and use of behavioral objectives account for 43 per cent of the concepts that have been stated as having been applied. The remaining seven categories show a fairly close tabulation in their application.

The following gives a brief description of some of the changes that have been implemented in programs: (1) more coping skills are being taught to the student, (2) students are involved in class planning and selection of materials, (3) SDL goals have been incorporated into the program, (4) instruction has been more individualized, (5) classroom instruction is being related to real life situations, (6) micro teaching has been initiated, (7) approach to class members has been improved upon, (8) a new curriculum is being worked on. One supervisor indicated that his staff member could not remember how to use the new techniques and approaches that were presented at the conference.

From data presented in this section it appears that supervisors were able to note changes in terms of specific ways the conferee was able to apply his experiences at the conference back home. Interestingly enough, ratings of the conferee's attitude, ability, or performance as reflected in the rating scales and reported quantitatively did not change significantly when analyzed for behavioral changes as a group. It seems that supervisors tended to select their best teachers to attend this conference and expected an input of ideas and information from the conferee to his local program when he returned.

Accordingly, supervisors reported satisfaction with the results of their employee having attended the conference and were able to document changes and positive benefits to their program. On the other hand, their rating of the conference in terms of attitude, ability, or quality of performance did not change to any significant degree.

Implementing an SDL model back home.-- The data hve supported the fact that the SDL model is acceptable at varying levels to conferees at a teacher training conference. Almost all conferees produced an SDL plan and 60% of the conferees completed their plan and reported on it at the Conference. Twenty-four percent reported on continued work on their plan back home and 16% reported implementing their plan (N=45).

The question still remains as to how much, if at all, the conferees utilized the methodology in the classroom with their ABE students. Data on this question comes from the 45 conferees and the 73 supervisors who returned the post conference evaluation forms.

Supervisors' reports on the utilization of SDL by the conferee are contained in Table 31.

At first glance it would seem, from the supervisor's perspective, that the SDL had been utilized to a high degree by participants. Upon reading the explanatory comments it became clear that the definition of SDL is not the same for all people. In the minds of some supervisors reporting, SDL is synonymous with individualized instruction or basing group instruction on a discussion with students regarding their goals.

TABLE 31

SUPERVISORS' REPORT ON CONFEREES' UTILIZATION OF SDL WITH STUDENTS (N=73)

Response	# Giving Response
Yes, in the classroom	35
Yes, in the system	10
Used to a degree	3
Tried but not successful	1
Used it prior to the conference	4
Not used - felt inappropriate	2
Not used - to my knowledge	2
Conferee not employed here now	6
No response	8
Missing data	24

On the other hand a number of the supervisors' responses indicated an understanding of SDL as it was defined at the conference. However defined, 71% of the supervisors who reported on conferees still employed by them, indicated that the conferee was utilizing an approach to students which took into account the discussing of goals with the student and basing instruction on shared inputs by the student and teacher. In a few cases supervisor's responses were explicit enough to indicate that some conferees had attempted to implement the pure SDL model within their classroom, their division or area.

Some examples of the Supervisors' responses which reflect the gamut of responses are given below.

Question: At the conference a great deal of stress was placed on Self Directed Learning. Has your staff member utilized this concept in any way with students?

1. "Yes" (or no)

2. "Yes, some students now help to decide their goals and are learning to direct themselves in a more able manner."

3. "Yes she has. Simple machines (tape recorders, language master, etc.) are utilized by learners in correcting skill deficiencies on an independent basis along with programmed material."

4. "Has used SDL techniques with advanced level students, determining individual general and specific goals. Students write about own experiences using newly developed words.

5. "Yes, he says he now ascertains what students want and they discuss together if their goals can or are likely to be accomplished. Also, more work on evaluation is being done."

6. "Yes, students are encouraged to place their emphasis in areas of weakness. The program is built around student needs."

7. "_____ has consistently held that self-directed learning is 'the only way to fly.' He has always tried to create classroom conditions where self-directed learning is possible. From the conference, he has acquired a wide variety of ideas and techniques he feels are of great value in encouraging self-directed learning."

Conferees were also asked if they had been able to apply the SDL model with their ABE students, and if so how. Of the 45 conferees responding 15 said "yes," 8 said "no," 20 said "to a degree," one said "no, but plans to," and one did not respond. Seventy seven percent of those reporting (N=45) had attempted to utilize the SDL model with their students. From the conferees' responses, it appeared that as a group they had a better concept

of SDL, as meant by the questionnaire, than did their supervisors.

Some examples which reflect the gamut and type of responses from conferees are found below:

1. "In letting the students plan the daily lesson schedule."

2. "These activities (utilizing the SDL) are past the planning stage and an effort to secure books and materials are in the next procedures."

3. "I have had the students set objectives for themselves and possible ways and means of achieving these goals. The responses have been good in my estimation."

4. "We set up a program for each student - helps to make them independent - when I am working with individuals - the other students are self-directed."

5. "I have selected a few students for this. They are showing greater interest and more involvement in learning."

6. "I actually explained it to some of my students. They were interested, tried it, and believe it or not, two succeeded."

7. "It does not work as well in practice as in theory."

8. "Persons with whom I am working and the general background of enrolled students don't seem to grasp the SDL model."

9. "My adult (students) seek structuring and want teacher directed activities."

10. "The SDL model was used extensively by one student who was determined to pass the GED test and she did."

11. "Some of my pupils are very independent and will welcome anything that challenges them. I have found the SDL method very effective in Reading and Mathematics."

It appears that in general teachers were open to experimenting with the SDL method as they understood it. It is also apparent that the degree of comprehension of the nature of the model varied among the conferees. Conferees, for the most part internalized either the idea of the student taking more responsibility for his learning by developing goals or the idea that students can assume more responsibility of working alone or in smaller groups. (A large number of administrators commented that since the conference the teacher was doing much more grouping within the class.)

Is a two-week conference sufficient for comprehending and internalizing the SDL model?--As was discussed earlier many conferees expressed no difficulty in understanding the SDL model, although in developing the SDL plan it became clear that some conferees had difficulty understanding the model while others had difficulty implementing the model.

With a few exceptions many conferees were not ready to report on their plan until the last day of the conference. The quality of the plans differed greatly but there is no evidence to say the quality of most plans would have improved had there been more time.

It is clear that the SDL model was a new approach to most of the conferees. Accordingly, cognitive mastery of the model had to take place with cognitive mastery of subject matter.

This may have been an overload for some conferees. The data do show, however, that conferees' absorption of subject matter did not depend on mastery of the SDL model which seems to indicate that conferees made their own choices when it came to giving priority to what they would concentrate on learning.

It is entirely possible that if there had been more time available conferees would not have started their plans any earlier. Some research in temporary systems as applied to conferences show that conferees pace themselves in terms of the time limits allocated and that as departure approaches the conferee settles down to getting his own personal closure prior to leaving. If this is true, adding a few more days would probably not change the comprehension of the model to any extent.

Data are incomplete to use in the determination of how much the conferee internalized the SDL process, although there is evidence that portions of the approach if not the complete model was internalized and did bring about behavioral changes in the situation at home.

From the evidence gathered, it is not clear what time requirements are best in terms of comprehending and utilizing the SDL model. It is clear, however, that the model had utility for many conferees and that it did not prohibit cognitive gains in subject matter for other conferees. It is concluded therefore that the SDL model can be used in a two-week conference, a fact about which some members of the planning committee were highly skeptical.

Conclusions

In conclusion it would appear that the SDL model has utility as an approach to ABE teacher training. The data show that the SDL allows for meeting a large number of various learning needs of the heterogeneous group of persons coming to a teacher training conference. It appeared to facilitate a work orientation for the conference with each conferee being held accountable to pose a problem of his own choosing and develop a project for the solution of that problem. There is evidence to indicate that affective learning was applied to as great an extent back home as was specific cognitive content. The SDL methodology may have contributed to this fact.

It is important to note that method without content would not obtain the same results. The data from conferees and their supervisors indicate that there was satisfaction with the quality of the instructors, the variety of content, and the substantive nature of the program. It seems apparent that without these factors, the SDL model would be less useful than with other methodologies since the SDL relies so heavily on the availability of large varieties of experiences and content. It also seems safe to assume that without sufficient staff sensitive to and capable of handing a variety of individualized approaches that the SDL would be dysfunctional as a methodology.

What the data do not show is that given the same content, and the same quality of personnel the SDL is more effective than other methods in transmitting cognitive gains to the student. One could argue logically that the SDL as compared to another method

has more utility in transmitting affective growth and giving process skills when properly implemented. However this logic is not as yet supported empirically.

It is very difficult to measure what a conferee gains from a short intensive conference. Several attempts to get various indices were attempted at this conference but these efforts were hampered by incomplete data on many conferees. Within these limitations there are indications that the place where one lives and the effects of this environmental press had important consequences in the ability of the conferees to deal with the evaluative tests. This does not imply that conferees from certain geographic areas who scored lower on the evaluative instruments did not gain a great deal from the conference and the SDL methodology. In fact there is data to show that cognitive gain as measured by the case studies was as high if not higher among those obtaining lower scores than those with medium or higher scores on the case studies.

Although educational attainment experience and type of employment as well as geographic area were significant predictors of the SDL scores, there is every reason to believe that these factors would also operate in terms of any methodology used at a conference. The extent to which these factors interact with other methodologies as compared with SDL was not the question asked by this evaluation although it is obviously the more important question. How grouping would affect the results using another method is also a question which can not be dealt with here.

An important finding which is tangential to the SDL model is the effects of experience on what a conferee gains at a conference. It would appear that a greater value for monies expended could be obtained by investing in full time, inexperienced ABE personnel. An exception to this would be women who have gone on to higher educational attainment. It is difficult to explain the unusual interaction of experience on cognitive gain. Unfortunately the age of conferees was not collected as part of the demographic data and could not enter into the analysis. Potentially the interaction between age and experience might be an interesting factor to look at more closely in another evaluation.

The conclusion based on this evaluation in terms of the methodology indicate the SDL model is an effective approach to short term teacher training in ABE when combined with substantive content. Whether it is a better method for most conferees than other methods is an issue which must be explored at another time.

CHAPTER VI

IMPLICATIONS AND RECOMMENDATIONS

In evaluating both the conference and the SDL model certain implications and recommendations can be drawn from the data. Perhaps the most important observation and one which reflects the bias of the conference staff has to do with the evaluation process itself. It appears that very little is known about better ways of implementing short term teacher training in ABE. However, with the no prospect of formal career lines in ABE, short term teacher training must suffice for some time to come. It would seem important, therefore, to invest some funds in evaluating the effects of various teacher training efforts in order to improve the general quality of this type of training.

If this logic is acceptable then it becomes important to encourage cooperation among participants in evaluative efforts. Perhaps the most discouraging aspect of evaluation efforts is the apparent resistance of conferees to evaluation procedures. This apparent hostility to efforts toward accountability for the expenditure of public monies is not only characteristic of some conferees but appears to be a pervasive attitude at several levels of the operational apparatus responsible for implementing teacher training efforts.

Accordingly, it is recommended that empirical evaluative procedures became a part of selected conferences where institutional resources allow for personnel and expertise to implement such efforts. Furthermore these evaluative efforts should be designed so that comparable data across various conferences could be collected and appropriate control mechanisms instituted.

Along with these efforts it is recommended that conferees and their supervisors be advised that attendance at such a conference is predicated on their cooperation with evaluative procedures.

Another pressing general problem which relates to the vitality of the conference has to do with funding procedures. It is apparent that the conference planners invest a great deal of time and some money in developing a proposal if even a modicum of sophistication is used in designing the program. If the proposal involves a planning committee, evaluative procedures, and specific preparation of resource persons it becomes necessary and pressing to begin work to assure sufficient lead time. If the design calls for a program process which has distinct needs there must also be sufficient flexibility in developing the proposal to allow for the special needs of that process design.

In the Chicago experience the staff had to proceed with the planning committee and faculty commitments prior to the closing of the contract. Limitations on line items for faculty and staff which did not meet the needs of the program design forced the planners to give double duty to experienced group leaders

and to use less experienced group leaders in remaining situations because of the limited amount of reimbursement.

One could argue that the contracting institution could refuse a contract if there are such limitations which in the end have dilatory effects on the quality of the conference but in practice the institution has committed sufficient time and resources to the development of the proposal that it becomes difficult to withdraw from the contracting procedures without much financial loss and frustration.

Accordingly, it is recommended that funding procedures be expedited so that contractual arrangements can be closed and a reasonable lead time be given the conference planners and that funds be allocated in a more flexible way taking into account the design of the conference and the product the institution is prepared to deliver.

Apart from these more general observations implications which are more specific to conference planning emerged from the Chicago experience. These will be discussed under the following topics: recruitment, conference planning, formative evaluation, inter-conference communication.

Recruitment. A continuing effort should be made to recruit minority groups, teachers with little ABE experience, and teachers who have not attended conference before. Recruitment procedures between state and regional program officers and conference planners could be strengthened if lists of names or associations active locally in ABE could be given to conference staff for direct promotional mailings to these groups. By allowing for more flexibility in numbers attending, it appears

that at least fifteen to twenty percent oversubscription would fit present conditions and would insure a full roster of participants. Conferees who were alternates at the Chicago conference suffered from efforts of late notification and late arrival.

Expectations of the funding agency regarding potential benefits from conferee participation could be included in recruitment efforts. This would clarify what will be expected of the conferee at the conference and on his return home. The data indicated that many conferees were able to extend the impact of the conference with the cooperation of their supervisor. A stating of expectations formally might further expedite this communication.

Conference programming. It is apparent from the data that encouraging conferees to apply experiences at the conference to a specific problem of interest and value to them is a very useful way of helping each conferee to focus his efforts. It appears also that a formal mechanism which encourages him to finish his plan of work and report on it is extremely functional and rewarding for the participant. This focused activity appears to be a concrete way then of extending the conference benefits back home.

In past training efforts there have been disagreement on process versus content orientation for subject matter. The Chicago data indicate that these concerns need not be exclusive and that in fact process and content in which the quality of the experience is high and is in direct relationship to the concensus of the conferees are mutually catalytic. Accordingly

relevant human relations training and relevant instruction in mathematics are both useful content orientations when placed in context.

It would also seem appropriate when there are special related concerns that are outside the usual purview of teacher training, that these concerns be taken into account. One such concern which would have been appropriate at the Chicago conference was proposal writing. It would seem important that state and regional program officers be aware that conference planners may not be aware of these special needs for specific audiences and give this information to conference planners for inclusion in the program.

Another need which is salient at this time is the dissemination of research related to ABE to practitioners in an appropriate format. The ABE Commission on Research within AEA is addressing that problem and could possibly be enjoined to help in this effort at dissemination. It was obvious at the Chicago conference that practitioners were not aware of these efforts and could have profited from them.

There is evidence from the data which also indicate that resource persons from fields outside of ABE can be very productive in ABE teacher training if given the proper orientation. It is recommended therefore that conference planners be encouraged to not restrict their search for talent exclusively in ABE related fields.

Formative evaluation techniques had positive effect in expediting the process of learning at the Chicago conference and

some effort at this technique is recommended for every conference. The specifying of outcomes and attempting to demonstrate these outcomes causes planners to be more specific and focused in their design. The evaluative processes can also be a means of communicating to conferees what is expected of them within whatever framework the conference is built. The daily logs were one way of helping Chicago conferees internalize what was expected of them as well as providing a feedback to the conference staff and evaluating team. Questions asked conferees and supervisors in post evaluative instrument can also have that same function.

Inter-conference communication which is aimed at making conferences more productive is a recommendation based on the experience of the Chicago conference staff. There is no formal way of exchanging information which in the long run would increase the impact ofthe conference. It does not seem unreasonable for a conference planner to request the assistance of a Director of a former training effort to be on his planning committee. Neither would it seem unreasonable that a modest written summary of the critical experiences of the conferences held in one year be made available to conference planners the following year. The benefits may be as simple as realizing what are the best approaches to recruiting procedures or as complex as deciding on the various curriculum components. It does seem unreasonable not to make information and assistance in planning the conference unavailable to planners who wish to profit from their help. This would not discount but rather supplement help given by the regional project officer.

In conclusion, it seems evident that the Chicago conference was a useful learning experience for most participants. Similarly, the Self Directed Learning model proved to be generally effective for most participants in the Chicago situation. The effort was not to show the superiority of this model over other training conceptions but to demonstrate the utility of SDL for short term ABE training.

APPENDIX A

CONFERENCE ROSTER

TEACHER TRAINING CONFERENCE: ADULT BASIC EDUCATION FOR URBAN CLIENTS

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APPENDIX B

CONFERENCE CATALOG

A Teacher Training project funded by

The United States Office of Education

for ABE Teachers in Region IV and V

Regional Program Officers:

William Phillips (Region IV)

M. Eldon Schultz (Region V)

under Public Law: 89-750, Title III, Section 309(B)
Adult Basic Education Act "Special Projects"
of THE ADULT EDUCATION ACT

INSTRUCTIONAL OBJECTIVES

1. To increase the participant's ability to identify and use specific teaching skills and strategies (micro-teaching, practice teaching, tutorial instruction, classroom analysis).

2. To increase the participant's ability to analyze the educational setting (community analysis, institutional analysis, classroom analysis, self-analysis), and to use this analysis to devise, implement and evaluate educational activities (individual project).

3. To heighten the participant's awareness of a Self-Directed Learning model of instruction and practice its use within his own experiences at the conference (SDL presentation, small groups, individual project).

4. To increase the participant's sensitivity to the positive value of the black experience and its cultural influences (black experience course, black history lecture, field trips, black theater) and to apply that increased sensitivity to his relationships with his clientele (simulation game, human relations group).

5. To increase the participant's understanding of the urban environment: its historical development, its press; and its implications as these things relate to under-educated blacks (keynote speaker, field trip, community analysis, self-analysis).

6. To increase the participant's understanding of ABE institutions and to increase his ability to operate within them (institutional analysis, use of paraprofessionals, SDL model).

7. To increase the participant's knowledge in the areas of teaching reading, mathematics and urban living skills (major and minor courses) and to implement this knowledge in his own classroom (self-analysis, classroom analysis, learning groups).

8. To assist participants in developing criteria for and skill in the use and interpretation of curriculum materials, testing procedures and evaluation (materials analysis, testing and evaluation lecture, materials display).

9. To provide an opportunity to exchange information and experiences with colleagues, university resource persons and community resource people (learning groups, tours, individual and small group conferences).

10. To provide for the development of an individual project viewed as important to the conferee and to encourage its practical application on return to the classroom (individual project, learning groups).

SELF-DIRECTED LEARNING

This conference has been planned in such a way as to offer each participant an opportunity to develop and pursue his or her own objectives for the conference, to select learning activities to meet those objectives, and to evaluate his or her own progress toward the attainment of the objectives. This training model of self-directed learning requires the creation of a number of learning activities for participants to choose among as they develop their learning plans for the conference. Hence this catalog.

The following pages list a series of major and minor courses, groups of elective activities, a series of clinical experiences, informal seminars and learning group activities. Participants will select from these activities those which seem most useful for the achievement of their objectives. They may also wish to develop other activities with conference resource persons and fellow participants. The development of objectives, the selection of learning activities and related planning will take place on the first full day of the conference, Monday, August 2.

The following information will be useful in developing learning plans for the conference:

Goals for Self-Directed Learning
"Self-Directed Learning"—a statement
Checklist

GOALS FOR SELF DIRECTED LEARNING

The following are goals intended specifically for the process of self-directed learning in which the conferee determines, within a general framework provided him by the learning group leaders, what, how, when, where, why and for what value he is going to study a certain body of information.

1. To decrease the conferee's dependence on the learning group leader for the organization and evaluation of his learning activities and accomplishments; to allow him to use his own interests as a basis for organization.

2. To involve the conferee in the *process* of learning in order to increase his mastery of the content studied and to heighten his interest in the subject matter.

3. To teach the conferee how to organize and execute learning activities best suited to him in any area, in school or out.

4. To awaken the conferee to the awareness that real education is a process that goes on *inside him*, not in his dutiful but passive completion of tasks assigned him by the learning group leader.

5. To make the conferee aware that his individual interests and ways of thinking are unique, valuable and most valid as a basis of learning for him.

6. To give the conferee a chance to organize and evaluate his own work and to "fail" at these difficult tasks without recriminations so that he may use his "failures" to help him understand how he learns most effectively.

7. To allow the conferee to study material appropriate to his own abilities.

8. To give the conferee an opportunity to seek his own answers to his own questions.

9. To relieve the conferee from his sense of being molded, pressured or otherwise oppressed by another person.

10. To allow the conferee to experience freedom (or a measure thereof) in the conference and to sense the connection between the discipline of learning and freedom.

11. To give the conferee opportunity to develop responsibility motivated by accomplishment of his own self-imposed tasks—or by his "failure."

12. To develop skill in constructing problems and structuring approaches to their solutions and, independent of the learning group leaders, to go through procedures allied to problem-solving.

13. To allow conferees to avoid learning what they already know or what is extraneous or altogether trivial to them.

SELF-DIRECTED LEARNING*

Self-Directed Learning (SDL) is a structured plan for the systematic removal of certain external controls usually placed on students. SDL consists of a project framework for student selection and evaluation of learning procedures, guidelines for organizing a student-administered classroom and a set of carefully defined teacher behaviors.

Project Framework

In SDL classrooms, the teacher determines the course objectives and goals. Each is usually described in one or two pages of explanation and rationale. These objectives may all be presented to the students at once or in sequence.

Students are then given the freedom to determine their own individual preference for satisfying each of the goals. The alternatives or choices available are limited only by the school rules and regulations. Usually they are permitted to decide with who, if anyone, they will work, when and where they will study and the rate of their learning.

These choices are detailed in a learning plan which is submitted to the teacher for approval. The learning plan consists of a written description of what the student intends to do, a calendar or anticipated activities by day or week and an evaluation procedure for determining the quality of work accomplished.

Once approved, the student is free to direct his own learning in these areas until he finishes and submits another learning plan for the next course onjective.

A significant part of SDL is the evaluation procedure built into the project framework. Students are expected to indicate (1) a "product" (object or skill) which results from their learning, (2) a set of criteria upon which this product is to be judged, (3) standards of quality to use in rating the degrees of success in satisfying the criteria, and (4) a plan for one or more persons to judge the learning by applying the criteria and standards to the product. No learning plan is approved without this evaluation procedure being carefully detailed in writing.

Student-Administered Classroom

A second important element of SDL concerns the classroom maintenance roles assumed by the students. Because most of the teacher's time is spent in individual interviews with students and because the roles a teacher can use are somewhat restricted, students are expected to administer the record-keeping and disciplinary functions of the course. These might include keeping records of attendance and grades, organizing and maintaining classroom libraries and establishing and enforcing disciplinary rules within the classroom. The class as a group, then, is partially responsible for their own learning environment.

Teacher Behaviors

Five carefully defined teacher roles are used in SDL. Because it is relatively easy to subtly manipulate students in SDL interviews, these behaviors

**Evergreen Park High School Service and Demonstration Center, Evergreen Park, Illinois.*

are extremely important and must be adhered to carefully.

Two teacher behaviors are involved in the preparation of students for SDL and its maintenance once established.

1. *Authoritarian*

The SDL teacher is authoritarian in controlling and directing students to (a) work within the project framework, (b) maintain the student-administered classroom and (c) respect the teacher roles. That is, teachers must not permit students to work outside the framework, reject their responsibility for keeping order and disciplining themselves as a group, or expect any special assistance which would violate the other teacher roles.

2. *Directive-Explanatory*

The SDL teacher explains the rationale behind the program, the project framework, the student-administered classroom and his or her own limited roles. It is important that students understand why the teacher will do certain things but not others.

The remaining three teacher behaviors are used after SDL has been initiated and during the interviews for study plan approval.

3. *Asking (questions of specificity)*

During interviews when students present their learning plans for approval, what the teacher says and does, and how he reacts, will determine the success or failure of SDL. Teachers may ask one of three kinds of questions calling for specificity. The teacher can ask for more details, or examples or definitions of terms. Questions must be asked in a neutral, non-critical tone that merely calls for additional clarification.

4. *Asking (questions of logic)*

In addition, during the interviews, teachers may ask questions of logic, again in a neutral, non-critical tone. Questions of logic call for clarifying relations, associations or connections, stating unwritten assumptions or providing evidence and proof of statements. In both of these "asking" roles, the teacher always evidences a desire to *understand* the student's proposed plan.

5. *Accepting*

The final teacher behavior requires the acceptance of student expressions of frustration, confusion, and negative feelings. While the teacher *never* criticizes learning preferences or plans, he must always accept verbal and nonverbal expressions of feelings.

These teacher behaviors do not permit criticism or negative remarks from the teacher and call for the withdrawal from conflicts and avoidance of overt forms of punishment or praise.

CHECKLIST

For Assessing the Desirability of Planned Learning Activities

The questions below reflect generally accepted principles that should be taken into account when planning learning activities.

Once you have defined your instructional objectives and tentatively formulated learning activities to achieve them, it is suggested that you follow the procedures outlined below before finalizing your plans.

Place a check (✔) next to each question listed below that you feel you can clearly answer YES.

For those questions for which your answer is clearly NO or for which you are uncertain about your answer, do one of the following:

(a) Review the learning activities you have planned and revise them so that you can answer YES to the questions; or,

(b) Articulate for yourself your rationale for not planning learning activities in terms of the ideas expressed in those questions.

1.____Are the learning activities I have planned clearly related to the instructional objective(s) I have specified?

2.____Am I clear in my own mind about the level of competence I want to achieve for the objective(s) I have specified?

3.____Are the learning activities I have planned comprehensive enough so that it is reasonable to expect that I will achieve at the level of competence I desire?

4.____Have I made adequate provision in my plans to make sure that my learning group leader and I agree at the outset on the level of competence I expect to achieve?

5.____Do I plan to be actively involved in learning, rather than a passive listener or viewer?

6.____Has adequate provision been made for me to practice using the knowledge or skill to be learned with careful supervision, receive immediate feedback on my performance, and practice again until the desired level of competence is reached?

7.____Has adequate provision been made for me to reflect upon, digest, discuss and challenge the experiences provided?

8.____Will I have opportunities to use the knowledge or skill learned in new ways; that is, have I structured the learning activities to allow for divergent thinking which can lead to innovative solutions to problems?

9.____Have I planned the learning activities so that I will be able to achieve reasonably immediate satisfaction/reward for my efforts?

10.____Is it reasonable to expect that I can learn what I expect to learn in the allocated period of time?

11.____Have I anticipated the conflicts and frustrations that I am likely to experience in the course of learning what I want to learn and am I adequately prepared to deal constructively with them?

12.____Have I organized the learning activities so that they are obviously rational rather than arbitrary and meaningless?

13.____Have I planned a variety of activities in order to reinforce learnings I want to occur?

14.____Have I reviewed my plans with at least one colleague whose opinions I respect and modified them in terms of feedback received?

_____
Name

A PLAN FOR SELF-DIRECTED LEARNING

I. General Objective for the Conference:

II. Specific Goals for the Conference:

I will:

III. Materials and Activities

A. In order to achieve the above goal I will use the following materials and do the following:

B. In order to show that I have achieved my goals I will produce a product. That product will be:

____a paper

____a video tape

____a verbal presentation to the group

____other (please explain)

C. I have approximately two weeks to complete this plan. My schedule for the two weeks is:

Things to Do	Time Allotted

IV. Evaluation

A. In order to tell whether I have done a good job in achieving my goals (see II. of this plan), I will look for the following:

1.

2.

3.

B. In looking at 1, 2 and 3 of the above I will list three criteria of levels of achievement for each item. The levels should represent high, medium and low achievement.

Those criteria are:

My grade is:

C. The second part of my grades will reflect my involvement in the process of self-directed learning. The following lists three behaviors and attendant criteria for each:

1.

2.

3.

My grade is:

D. In evaluating my work at the conference I weight self-directed learning goals at _____ % and other goals at _____ %.

My grade for the work I did at the conference is:

Name _____

A PLAN FOR SELF-DIRECTED LEARNING

I. General Objective for the Conference:

II. Specific Goals for the Conference:

I will:

III. Materials and Activities

A. In order to achieve the above goal I will use the following materials and do the following:

B. In order to show that I have achieved my goals I will produce a product. That product will be:

____a paper

____a video tape

____ a verbal presentation to the group

____other (please explain)

C. I have approximately two weeks to complete this plan. My schedule for the two weeks is:

Things to Do	Time Allotted

IV. Evaluation

A. In order to tell whether I have done a good job in achieving my goals (see II. of this plan), I will look for the following:

1.

2.

3.

B. In looking at 1, 2 and 3 of the above I will list three criteria of levels of achievement for each item. The levels should represent high, medium and low achievement.

Those criteria are:

My grade is:

C. The second part of my grades will reflect my involvement in the process of self-directed learning. The following lists three behaviors and attendant criteria for each:

1.

2.

3.

My grade is:

D. In evaluating my work at the conference I weight self-directed learning goals at _____ % and other goals at _____ %.

My grade for the work I did at the conference is:

Name

A PLAN FOR SELF-DIRECTED LEARNING

I. General Objective for the Conference:

II. Specific Goals for the Conference:

I will:

III. Materials and Activities

A. In order to achieve the above goal I will use the following materials and do the following:

B. In order to show that I have achieved my goals I will produce a product. That product will be:

____a paper

____a video tape

____a verbal presentation to the group

____other (please explain)

C. I have approximately two weeks to complete this plan. My schedule for the two weeks is:

Things to Do	Time Allotted

IV. Evaluation

A. In order to tell whether I have done a good job in achieving my goals (see II. of this plan), I will look for the following:

1.

2.

3.

B. In looking at 1, 2 and 3 of the above I will list three criteria of levels of achievement for each item. The levels should represent high, medium and low achievement.

Those criteria are:

My grade is:

C. The second part of my grades will reflect my involvement in the process of self-directed learning. The following lists three behaviors and attendant criteria for each:

1.

2.

3.

My grade is:

D. In evaluating my work at the conference I weight self-directed learning goals at _____ % and other goals at _____ %.

My grade for the work I did at the conference is:

MAJOR AND MINOR COURSES

Four courses are being offered each morning: the majors August 3–6 and 9 and 10; and the minors covering the same topics but in less time will be offered August 11–13.

	August 3–6, 9, 10	August 11–13
8:30–10 a.m.	Reading Major Room L207-8 Black Experience Major Room L305-6	Reading Minor Room L207-8 Black Experience Minor Room L305-6
10:30–12 noon	Urban Living Skills Major Room L305–6 Mathematics Major Room L207–8	Urban Living Skills Minor Room L305–6 Mathematics Minor Room L207–8

Reading.

Instructor: Barbara Farnandis, Ph.D. candidate in Reading, University of Chicago; consultant to Chicago Reading and Speech Clinic and Chicago Public Schools.

The course will center on: an analysis of the needs of the adult learner; an examination of methods and materials appropriate for the adult learner; and an attempt to relate the reading process to his life experiences.

Mathematics.

Instructor: Max Bell, Associate Professor of Education, University of Chicago; faculty advisor to students at the University preparing to teach mathematics.

The mathematics course will be a workshop in how to set up a course which focuses on basic mathematical concepts via cooperative group work in a laboratory setting. There will be treatment of the question of what mathematical skills and concepts are really important for "everyman" to learn, then a demonstration of ways of teaching some of these via a laboratory setting using minaly "homemade" materials. No prerequisite level of mathematical competence is assumed. Class members will be urged to participate in exercises *as if* they were learning the concepts from scratch in order to see some of the difficulties their own ABE students might have. Each class member will have at the end of the course a collection of laboratory materials that may be useful in his own teaching.

The Black Experience.

Instructor: Ronald E. Kimmons, B.A. and M.A. in History; former teacher of Social Studies at DuSable High School; teacher of adults in DuSable Evening School; resident of the city of Chicago.

The course will examine the contemporary experiences of blacks in America. It will include an historical overview; a review of the literature depicting the black experience over the past several decades; a look at the historico-sociological framework of the black experience; and an examination of the socio-psychological manifestations of the contemporary black experience, with particular emphasis on the implications of that experience for educators of black adults.

Urban Living Skills.

Instructor: Frank Samuels, Associate Dean, ABE, Milwaukee Area Technical College.

The course is designed to acquaint teachers of the disadvantaged with the institutions, structures and processes of the urban environment. Strategies for effecting change are presented along with techniques for helping the disadvantaged urban adult acquire the experience, knowledge and skill necessary to cope successfully with the psycho-social aspects of personal development, employment and citizenship.

ELECTIVE ACTIVITIES

Five elective activities are offered according to the schedule below:

	August 3–5	August 6, 9, 10	August 11, 12
1:30–3:30 p.m.	Self, Values Room L207–8 Materials Room L107–8	Institutions Room L207–8 Classrooms Room L107–8	
3:30–5:30 p.m.			Community Analysis Room L207–8

Analysis of Self and Values, or Classroom Strategies for Value Clarification.

Resource Person: Alice Carnes, Assistant Professor of Education, University of Chicago; research interests centered on values and their effects on teaching and learning.

Faced with value conflict in the classroom, the teacher often tries—consciously or not—to impose his own value system on students. Participants in this elective will observe and practice an alternative to moralizing in which the teacher starts from the students' values and tries to help students get clearer about what is important to them.

Analysis of ABE Materials.

Resource Person: John Hatfield, ABE administrator; consultant on ABE materials for classrooms and learning laboratories.

Representative materials from major publishing houses will be available throughout the conference and will provide the basis for this elective. Emphases will be placed on developing criteria for analysis of materials and the combining and usage of a number of kinds of materials in the instructional process both in the classroom and in the learning lab. Mr. Hatfield will be available during the day for consultation on specific materials problems.

Analysis of ABE Institutions.

Resource Person: William S. Griffith, Professor and Chairman of the Special Field of Adult Education, University of Chicago, editor, *Adult Basic Education: The State of the Art*, with special interests in the development and appraisal of adult education institutions.

The needs of the ABE student can be met most effectively and efficiently only if the various bureaucracies which serve him are able to work together, giving primary attention to serving his needs. Participants in this

elective will consider ways in which the common characteristics of bureaucracies influence the objectives, staffing, operation, modification and evaluation of adult basic education programs and what an individual teacher can do to affect the normal bureaucratic influences. Emphasis will be given to improving intra– and inter–institutional functioning. Examples will be drawn from the Chicago public schools adult basic education program. As a result of participating in this elective, each teacher should expect to develop a clearer picture of bureaucratic forces and how to use them in improving the service given to ABE students.

Analysis of ABE Classrooms, or Analyzing Classroom Activities.

Resource Person: Alice Carnes, Assistant Professor of Education, University of Chicago.

Videotaped ABE classes will provide the raw material for study and practice of classroom observation and analysis. Participants will discuss and plan ways to use observation and analysis skills in their own classes.

Community Analysis.

Resource Person: Taylor Griffin, Community Liaison, Ford Training and Placement Program; M.A. in Social Work; graduate student in Educational Administration, University of Chicago; Instructor, Simulation Games, Loop Junior College, Chicago.

In this simulation game, the processes by which decisions are made within political, economic, social and religious sections of the urban system and the implication of these decisions for urban dwellers is made explicit.

CLINICAL EXPERIENCES

Five clinical experiences are offered according to the schedule below:

	August 3–6	August 9–11
1:30–3 p.m.		Tutorials (arranged through Phyllis Cunningham) Practice Teaching Adult Centers in Chicago (also meets August 12)
3:30–5:30 p.m.	Simulation Game Room 107–8 Micro-Teaching Little Theater, L207–8 Human Relations Training Group Room L304	

Simulation Game for ABE Teachers. *(Limit: 25)*

Supervisor: Jack Carnes, Ph.D. candidate in Sociology of Education, University of Chicago; experienced leader of sensitivity training groups and simulation exercises for teachers.

Students will participate in a simulation game which has been developed to help individuals experience and consider power relationships in groups. Discussions, during which game behavior will be analyzed, will be held after game sessions.

Micro-Teaching.

Supervisor: Kevin Ryan, Associate Professor in the Graduate School of Education, University of Chicago.

Micro-teaching sessions will provide participants a chance to plan and give five-minute lessions to ABE students from Chicago's Basic Education Centers. The lessons will be recorded on video tape and will be critiqued for participants by teacher-trainers. Participants will then give re-teach reviews which will be similarly recorded and critiqued.

Human Relations Training Group. *(Limit: 15)*

Trainer: Earl Durham, Assistant Professor and Chairman, Community Work Sequence, School of Social Service Administration, University of Chicago; Member, National Training Laboratory, Institute of Applied Behavioral Science and Association of Black Trainers (NTL).

By means of exercises in conflict management, decision-making and experiential learning, participants will become conscious of and discuss with one another the effects of interpersonal relationships on the teaching-learning situation. From these experiences an exmaination of attitudes and values which might interfere with the teaching process will be explored.

Tutorials for ABE Students.

Supervisor: Phyllis Cunningham, Ph.D. candidate in Adult Education, University of Chicago.

An experience in tutorial work with an ABE student will be arranged under the supervision of a teacher-trainer in order that a teacher may experience and discuss his or her performance in individualized instruction.

Practice Teaching in ABE Centers.

Supervisors: Phyllis Cunningham and Emogene McMurtrey, graduate students in Adult Education, University of Chicago.

Since many ABE teachers have never had the opportunity to discuss their teaching styles in an actual setting with another teacher or teacher-trainer, this experience is designed to allow that opportunity. The conferee will be scheduled to teach a lesson of his/her choosing to a class of ABE students following which a resource teacher and a teacher-trainer from the university will discuss the teacher-student interaction.

LEARNING GROUP ACTIVITIES

Learning Group Meetings.

Each participant will be assigned on August 1 to one of ten learning groups. These groups and their leaders will meet on August 2 from 7–9 p.m. and on August 3, 4, 5, 9, 10 and 11 from 7–8 p.m. at the Shore Drive Motel in designated rooms.

The purpose of the learning group is to assist participants in developing their learning objectives for the conference, to help select or create activities to meet the objectives and to help participants evaluate their achievement of their goals.

The learning group becomes a base for the mutual exchange of ideas and the discussion of new insights and problems as they arise. The group leader assists the group in its discussions, acts as a resource person to individuals within the group, and is a liaison with the staff in assisting each participant to accomplish his learning goals.

Group leaders:

Jane Marie Browne, graduate student in Adult Education, University of Chicago.

Dorothie Clark, M.S.T. in English, University of Chicago; teacher of English and Reading, Simeon Vocational High School, Chicago.

Ron Clayton, Assistant Principal, Montrose Adult Education Center; Intern, Project ENABLE.

Phyllis Cunningham, Ph.D. candidate in Adult Education, University of Chicago.

Barbara Farnandis, Ph.D. candidate in Reading, University of Chicago; consultant to Chicago public schools.

Lucy Ann Geiselman, Director, Master of Arts in Teaching Program, Graduate School of Education, University of Chicago.

Ron Kimmons, M.A., History; former teacher of Social Studies, DuSable High School; teacher of adults, DuSable Evening School.

Violet Malone, Director of Admissions, Kennedy-King Community College, Chicago.

Frank Samuels, Associate Dean, ABE, Milwaukee Area Technical College.

Eunice Schatz, Instructor in Sociology, Roosevelt University and the Urban Life Center, Chicago.

Informal Seminars.

These seminars will be held each evening after the Learning Group meetings, from 8–9 p.m. at the Shore Drive Motel.

August 3. "A Historical Perspective of the Black Experience." *Juliet E. Walker*, Ph.D. candidate in History, University of Chicago; high school Social Studies teacher; curriculum writer of *Afro-American History Curriculum Guide for Chicago Public High Schools*. A rationale for the integration of black history into ABE curriculum will be presented and problems of implementing this perspective into curriculum will be discussed. A bibliography for developing such materials will be distributed along with guiding principles in its use. Mrs. Walker will be available during the conference for consultation on problems participants are experiencing in developing or utilizing black history in their instruction.

August 4. "Utilizing Paraprofessionals in Classroom and Community." *Peyton Hutchinson*, former teacher, administrator, READ, Detroit Public Schools; teacher-trainer in ABE. Mr. Hutchinson will be available during the day as a resource person for teachers and administrators. The READ program he administers has been highly successful in the use of paraprofessionals in the classroom and community. He has also had a great deal of experience in various teaching methods, materials and testing.

August 5. "From the Other Side of the Desk." *Alfreda Duster*, Director of Community Relations, Opportunity Centers, Chicago; editor, *Crusade for Justice: The Autobiography of Ida B. Wells*, published fall, 1971, University of Chicago Press. Mrs. Duster will present her perception of how adult black students view adult basic education.

August 9. Panel of State Directors of ABE. Moderators: *Eldon Schultz, William Phillips*, RPO, Regions V and IV. State Directors from Regions IV and V will discuss the issues and development of ABE programs within their state plans. Panel members will be asked to enumerate what they consider to be priority items in the improving of ABE programs and to comment on national developments with USOE in implementing these items.

August 10. Panel of ABE Students. Moderator: *Phyllis Cunningham*, Ph.D. candidate in Adult Education, University of Chicago. ABE students from the conference resource team will discuss their views regarding the aspirations and difficulties in the return of the adult to school. A description of an in-service project within the Chicago Public Schools Adult Centers in which students participated will be discussed.

August 11. "Tests and Evaluation." *Lois Burrill*, Staff Associate, Test Department, Harcourt, Brace and Jovanovich; Assistant Editor, ABLE reading test. Various reading tests as methods of evaluating student progress will be discussed along with their limitations and interpretations. The question of use and abuse of tests and testing within ABE programs will be treated. Miss Burrill will be available throughout the day for consultation on testing and evaluation.

SPECIAL EVENTS AND PARTIES

August 2. **Visit to ABE Centers.**

Four ABE Centers within the Chicago Public School system will be visited in order that a common experience may be shared by each group member. The reality of bringing basic education to the urban black can be found in the actual setting. The marginality of adult education, the complexity of intertwining bureaucratic services, the transfer of youth-oriented mechanisms within the school system are part of the reality these administrators and teachers face. Within these restraints the efforts of students, teachers and administrators to develop a worthwhile quality education can be seen.

August 6. **Malcolm X Community College.**

This college, part of the Chicago City College system, has just moved into a new facility on the near west side of Chicago. Under the leadership of its president, Charles Hurst, an innovative program reaching out to the black community has been designed. Featuring black studies, black artists in residence along with its standard curriculum, this college symbolizes a black institution which is attempting to meet the needs of the urban black community in which it is located.

August 7. **Operation Breadbasket.**

This field trip to the weekly meeting of the economic arm of the Southern Christian Leadership Conference will emphasize the importance of economic independence among minority groups. Under the leadership of the Reverend Jesse Jackson, Breadbasket is now a national effort which encourages the growth of black business, black employment and the consumption of products made by black companies.

August 8. **Party.**

A party for conferees will be held at 8 p.m. at the home of Mr. and Mrs. Thomas Geiselman, 1615 East Hyde Park Boulevard. Casual dress.

DIRECTORY OF CONFERENCE RESOURCE PERSONS

Alexander, Joseph A.	753-3878*
Bell, Max	753-4165
Browne, Jane Marie	753-3878
Burrill, Lois	753-3878
Carnes, Alice	753-4161
Carnes, Jack	753-3878
Clark, Dorothie	753-3878
Clayton, Ron	753-3878
Cunningham, Phyllis	753-3807
Durham, Earl	753-4667
Duster, Alfreda	753-3878
Farnandis, Barbara	753-3878
Geiselman, Lucy Ann	753-4162
Griffin, Taylor	753-3741
Griffith, William S.	753-3815
Hatfield, John	753-3878
Hutchinson, Peyton	753-3878
Kimmons, Ron	488-0900
Malone, Violet	488-0900
McMurtrey, Emogene	753-3878
Phillips, William	753-3878
Reagle-Kruzel, Karen E.	753-3878
Ryan, Kevin	753-4161
Samuels, Frank	753-3878
Schatz, Eunice	753-3878
Schultz, Eldon	753-3878
Walker, Juliet	753-3741

Conference Resource Team from the Chicago Public Schools:

(Appointments with these persons may be made through 753-3878)

Robert Grimes, principal, Doolittle Family Education Center
Robert Murphy, principal, Midwest Family Education Center
Margaret Sering, assistant principal, Jackson Adult Education Center.
Imogene Evans, teacher, Doolittle.
James Planer, teacher, Jackson.
Thomas Rotruck, teacher, Midwest.
Ruth Williams, teacher, Hilliard.
Mary Bray, student, Hilliard.
Hattie Foster, student, Jackson.
Cheryl Jackson, student, Doolittle.
Elmer Taylor, student, Midwest.

Emogene McMurtrey will be scheduling appointments for all resource persons listed under the 753-3878 number. Other persons may be called direct at the phone numbers given for them.

*When using campus phone, use last five digits only for all 753 exchange numbers.

STATE DIRECTORS OF ADULT EDUCATION – REGIONS IV AND V

REGION IV

Regional Program Officer
William Phillips
U.S. Office of Education, 50 Seventh St., N.E., Room 550, Atlanta, Ga. 30323
(404) 526-5311

Alabama
Norman D. Parker, Coordinator, ABE
State Department of Education, State Office Building, Montgomery, Ala. 36104
(205) 269-6306

Florida
James Fling, Administrator, Adult Education
Department of Education, Tallahassee, Fla. 32304 (904) 599-5723

Georgia
Frary Elrod, Acting Coordinator, ABE
State Department of Education, 156 Trinity Ave., Room 304, Atlanta, Ga. 30303
(404) 656-2416 x 443

Kentucky
Ted Cook, Director DAEP
State Department of Education, Frankfort, Ky. 40601 (502) 564-3864

Mississippi
J. C. Bradley, Supervisor, ABE
State Department of Education, P O Box 771, Jackson, Miss. 39205

North Carolina
Charles Barrett, Education Director, Adult Education
Department of Community Colleges, Room 187, Education Building, Raleigh, N.C. 27602
(919) 829-7057

South Carolina
J. K. East, Director, DAEP
State Department of Education, 1416 Senate St., Columbia, S.C. 29201 (803) 758-3217

Tennessee
Charles F. Kerr, Coordinator, Adult Education
State Department of Education, B-9 Capitol Towers, Nashville, Tenn (615) 741-3218

REGION V

Regional Program Officer
M. Eldon Schultz
U. S. Office of Education, 226 W. Jackson Blvd., Room 406, Chicago, Ill. 60606

Illinois
J. Clark Esarey, Director, Adult Basic Education
Office of the Superintendent of Public Instruction, 316 S. Second St., Springfield, Il. 62706
(217) 525-7631

Indiana:
Carlotta Anderson, Adult Basic Education
Division of Adult Education, 700 North High School Road, Indianapolis, Ind. 46224
(317) 247-6214

Michigan:
Dr. Joseph T. Hudson, Coordinator
Adult Education and Community Services Unit, Department of Education, P. O. Box 420, Lansing, Michigan 48902. (517) 373-1692

Ohio:
James W. Miller, Section Chief
State Department of Education, 3201 Alberta St., Columbus, O. 43204 (614) 369-4161

Wisconsin:
Charlotte Martin, Supervisor, Adult Basic Education
State Board of Vocational and Adult Education, 137 E. Wilson St., Madison, Wisc. 53703
(608) 266-1354

Minnesota:
Sherwood W. Clasen, Coordinator, ABE
Department of Education, Centennial Office Bldg., St. Paul, Minn. 55101
(612) 221-2126

SUNDAY 1	MONDAY 2	TUESDAY 3	WEDNESDAY 4	THURSDAY 5	FRIDAY 6	SATURDAY 7
LEGEND: SDM = Shore Drive Motel L = Lab School	**8:30 - 10:30 a.m.** Introduction L - Little Theater	**8:30 - 10 a.m.** **Major Courses** → Reading L207-8 Black Experience L305-6				Operation Breadbasket 7941 S. Halsted
		10:30 - 12 noon Mathematics L207-8 Urban Living Skills L305-6				
	12 - 2:30 p.m. Observation in Adult Day Centers					
		1:30 - 3:30 p.m. **Electives** → Self, Values L207-8 Materials L107-8			Institutions L207-8 Classrooms L107-8	
REGISTRATION **all day** SDM		**3:30 - 5:30 p.m.** **Clinical Experiences** → Simulation Game (limit 25) L107-8 Micro Teaching Little Theater, L207-8 Human Relations Training Group (limit 15) L304				
7 - 8 p.m. **Keynote Address** L Outdoor Theater	**7 - 9 p.m.** **Learning Group Meeting** SDM	**7 - 8 p.m.** **Learning Group Meetings** SDM →			Malcolm X Community College 1900 W. Van Buren	
8 - 9 p.m. **Orientation Party** L Student Cafe		**8 - 9 p.m.** **Seminars** → SDM - A, B				

SUNDAY 8	MONDAY 9	TUESDAY 10	WEDNESDAY 11	THURSDAY 12	FRIDAY 13
	8:30 - 10 a.m. **Major Courses** → Reading L207-8 Black Experience L305-6		**Minor Courses** → Reading L207-8 Black Experience L305-6		
	10:30 - 12 noon Mathematics L305-6 Urban Living Skills L207-8		Mathematics L305-6 Urban Living Skills L207-8		
	1:30 - 3 p.m. **Clinical Experiences** Tutorials → Practice Teaching →				**1:30 - 2:30 p.m.** **Conference** **Evaluation** L304-5-6
	1:30 - 3:30 p.m. **Electives** → Institutions L207-8 Classrooms L107-8				
			3:30 - 5:30 p.m. **Elective** → Community Analysis L207-8		
					6:30 p.m. **Dinner**
	7 - 8 p.m. **Learning Group Meetings** → SDM				
8 p.m. Party at Geiselman's 1615 East Hyde Park Boulevard	**8 - 9 p.m.** **Panel of State ABE Directors** SDM - A,B	**Panel of ABE Students** SDM - A, B	**Seminar** SDM - A,B		

SUNDAY 1	MONDAY 2	TUESDAY 3	WEDNESDAY 4	THURSDAY 5	FRIDAY 6	SATURDAY 7
	8:30 - 10:30 a.m. Introduction L - Little Theater	8:30 - 10 a.m. **Major:**				Operation Breadbasket 7941 S. Halsted
		10:30 - 12 noon **Major:**				
Register at Shore Drive Motel 56th and Lake Shore Drive	12 - 2:30 p.m. Observation in Adult Day Centers	1:30 - 3:30 p.m. **Elective:**			**Elective:**	
		3:30 - 5:30 p.m. **Clinical Experience:**				
7 - 8 p.m. **Keynote Address** L - Outdoor Theater	7 - 9 p.m. **Learning Group Meeting** SDM:	7 - 8 p.m. **Learning Group Meetings**				Malcolm X Community College 1900 W. Van Buren
8 - 9 p.m. **Orientation Party** L - Student Cafe		8 - 9 p.m. **Seminars** SDM - A, B				

SUNDAY 8	MONDAY 9	TUESDAY 10	WEDNESDAY 11	THURSDAY 12	FRIDAY 13
	8:30 - 10 a.m. Major:		Minor:		
	10:30 - 12 noon Major:		Minor:		
	1:30 - 3 p.m. Clinical Experience:				1:30 - 2:30 p.m. Conference Evaluation L304-5-6
	1:30 - 3:30 p.m. Elective:				
			3:30 - 5:30 p.m. Elective:		
	7 - 8 p.m. Learning Group Meetings SDM:				6:30 p.m. Dinner
8 p.m. Party at Geiselman's 1615 East Hyde Park Boulevard	8 - 9 p.m. Panel SDM - A, B	Panel SDM - A, B	Seminar SDM - A, B		

APPENDIX C

FORM LETTERS AND EVALUATION INSTRUMENTS

CONFEREES' PRE-TEST

Dear Conferee:

I am responsible for evaluating the conference and need your assistance in carrying out my assignment. There are four aspects of the evaluation with which I wish to acquaint you.

1. You are being asked to respond to a series of case studies on arrival and prior to leaving the conference.

2. With your consent, your immediate supervisor will be asked to respond to a questionnaire now and three months following the conference.

3. You will be asked to fill out a daily log of your learning activities at the conference which should not require more than five minutes of your time daily.

4. You will receive a questionnaire in three months to indicate the value of the conference for you.

All information is strictly confidential and only the evaluation staff will see your individual responses. At intervals during the conference there will be a report back to you regarding how the total group is responding in the daily logs.

If you have any questions or comments on the evaluation procedure, please see me to discuss it.

Thank you for your cooperation.

Phyllis Cunningham
Director of Evaluation

ABE Teacher Training Conference

Pre-Conference Evaluation Instrument

August 1, 1971

Instructions

Number_____

Attached are a number of case studies to which you are asked to respond. There may be some problems with which you have had minimal experience but please respond to each case study to the best of your ability.

The information received from these case studies will be used in two ways: (1) to ascertain which problem areas need more or less stress within the conference curriculum and (2) to be used as a base line for evaluating the conference curriculum.

Your individual responses are confidential and will be seen by nonone except the evaluation staff of the conference.

Please write your responses in whatever way is most convenient for you, i.e., outline form or complete sentences. Try to be as concise and specific as possible. You may use the back of the page if you require more space.

Thank you for your cooperation.

You are an ABE teacher in a self-contained classroom with students reading at the 4.0 to 5.0 grade level. You have access to the services of the new reading lab which is equipped with both software and hardware and administered by a reading consultant. You realize that your students, all black and receiving public aid, can be divided into four groups: (1) ten older mothers who are not employable because of health problems and/or family responsibility; (2) five men and women who are employable and have made it clear that they are in ABE to get a job as soon as possible; (3) four students whom you sense to be intellectually gifted and capable of college work, and (4) three students who find it very difficult to master the material even though you have had them in class for six months.

How would you organize your instructional approach to account for these individual needs?

You are approached by a newly appointed teacher in the lunchroom who confides in you that he has a problem concerning the test scores of his students. The students, tested every six weeks with the Stanford Achievement Test, are asking questions which he finds difficult to answer. He states that some students have dropped .2 to .6 in reading scores and one student who has just enrolled and is quite apprehensive anyway is very upset. One student who increased his score from a 5.0 to a 6.1 asked how soon he could reasonably expect to be able to start the GED program. The teacher frankly asks you how you use these tests in evaluating your teaching success and what expectations you hold for students in terms of these tests.

How would you respond to this teacher in terms of interpreting test scores and the use of this type of measure in evaluating the success of classroom instruction?

3

You are offered a job to plan, organize and implement an ABE program for high school dropouts in a highly urbanized black community. Your students will be 16 through 19, reading around a 4.0 and 6.0 grade level and part of the Neighborhood Youth Corps program. You are told that many of these students are disengaged and hostile towards school and some are known to be active in street gangs; all are from families receiving public assistance.

How would you plan such a program, indicating the type of curriculum, instructional strategies and supportive services you would utilize?

You receive a call from a newly appointed director of an ABE program which has just been funded. He is ordering his reading and mathematics materials and is not sure which materials would be best. The students are expected to be over 30, primarily black, with reading levels ranging from zero to 5.0. This director has worked some time as a public school elementary teacher and assistant principal, but has no experience with adults in basic education.

What advice would you give him reading the selection of materials?

5

158.

You are the administrator of a public school adult basic education program in a black community where most of your students reside in a large public housing complex. Your teaching staff is 75% white; 25% black. All of your staff reside in suburban or urban fringe middle-income neighborhoods. None of your staff has had any adult education courses but have transferred from elementary schools to your ABE program. You want to help your teachers to become more aware that their students are adults, not children, and more sensitive to the problems of survival among low-income minority groups.

Indicate several specific ways you would use to bring about this increased awareness and sensitivity within your staff.

Because you are considered to be an outstanding teacher, your administrator has asked you to take the responsibility for in-service training for the other 15 teachers involved in your ABE program. He tells you that he feels the students should become more independent in the learning process and that he would like the teachers to be more flexible in their approach within the classroom. Presently, each teacher is in a self-contained classroom where students are assigned by reading grade level. He has made arrangements for you to have two hours twice a week with the teachers over an indefinite period of time to accomplish these goals.

Describe how you would use these two hours twice a week in terms of (a) objectives you would wish to achieve, (b) content to be handled, and (c) methods to be used.

7

You have just returned from an ABE teacher training conference and have been impressed with the possibility of making the curriculum more relevant to the needs of your black students. Your supervisor, pleased with your enthusiasm, suggests that you write out for him the criteria which would guide you in making the curriculum relevant, assuming there were no financial or other contraints.

Devise a list of criteria you would give to your supervisor.

You have just been assigned a teacher aide to assist you in your ABE classroom. Your administrator has not stated how you are to use this person. The teacher aide is from the black community which the school serves and was a former ABE student who is now attending a community college at night.

How would you train and utilize this teacher aide?

You are a capable innovative teacher who is working for a very traditional administrator who seems to spend more time and attention in making out reports than in finding ways to increase the quality and impact of the program. You see a number of ways which might improve the program and you sense that the other teachers and the students would welcome these changes.

How could you go about initiating these changes, given your position as a teacher and your perception of the administrator?

This is not a case study, but a straight-forward question regarding the problems of teaching mathematics in ABE. Please answer in terms of your own experiences.

So you (or did you) encounter any difficulty in teaching math to ABE students?

___Yes ___At times ___No

____I have never taught math to ABE students.

If so, please state the problems as specifically as you are able:

CONFEREES' POST-TEST I

165.

You are the administrator of a public school adult basic education program in a black community where most of your students reside in a large public housing complex. Your teaching staff is 75% white; 25% black. All of your staff reside in suburban or urban fringe middle-income neighborhoods. None of your staff has had any adult education courses but have transferred from elementary schools to your ABE program. You want to help your teachers to become more aware that their students are adults, not children, and more sensitive to the problems of survival among low-income minority groups.

Indicate several specific ways you would use to bring about this increased awareness and sensitivity within your staff.

You have just returned from an ABE teacher training conference and have been impressed with the possibility of making the curriculum more relevant to the needs of your black students. Your supervisor, pleased with your enthusiasm, suggests that you write out for him the criteria which would guide you in making the curriculum relevant, assuming there were no financial or other contraints.

Devise a list of criteria you would give to your supervisor.

You are a capable innovative teacher who is working for a very traditional administrator who seems to spend more time and attention in making out reports than in finding ways to increase the quality and impact of the program. You see a number of ways which might improve the program and you sense that the other teachers and the students would welcome these changes.

How could you go about initiating these changes, given your position as a teacher and your perception of the administrator?

CONFEREES' POST-TEST II

THE UNIVERSITY OF CHICAGO
THE DEPARTMENT OF EDUCATION
5835 KIMBARK AVENUE
CHICAGO • ILLINOIS 60637

November 12, 1971

Enclosed is the final questionnaire you will be asked to respond to regarding the Teacher Training Conference held at the University of Chicago last August. I would appreciate your thoughtful consideration in filling out the questionnaire. Your responses will, of course, be confidential.

I would particularly like specific examples of how you have utilized any of the information or skills you acquired at the conference. The continued offering of short-term educational activities such as the conference is based on their value in helping conferees do a better job back home. Therefore, please be specific in what you have tried to do or circumstances which have prevented you from implementing your ideas. Your supervisor is also being asked to respond to a similar questionnaire.

It was a pleasure working with you this summer and I look forward to receiving your questionnaire. I have enclosed a self-addressed, stamped envelope for your convenience.

Sincerely yours,

Phyllis M. Cunningham
Research Assistant

PMC/df
Enclosures

cc: Eldon Schultz
William Phillips
State Directors of Adult Education

Code #_____

POST CONFERENCE QUESTIONNAIRE
UNIVERSITY OF CHICAGO
NOVEMBER, 1971

1. Please list the names of conferees or conference personnel whom you first met in Chicago and which you have contacted since the conference on professional matters.

Name of Conferee or Conference Personnel	Talked to by phone	Wrote a letter	Saw Personally
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____

2. a) Have you completed your project which you designed in your self-directed learning plan?

____Yes ____No ____I've worked on it since the conference

b) Have you utilized your project in any way in your work in ABE?

____Yes ____No ____to a limited degree

Please explain. _____

_____

_____

_____

3. Were you able to report back to other staff members on what you learned at the Conference?

____Yes ____No

(If yes) Who did you report back to? _____

_____

What were the results of your report, if any? _____

_____

_____

4. A number of the formal activities offered at the Conference are listed below. (a) In Column one, place a check beside each activity in which you participated. (b) In Column two, place a check beside those activities in which you participated if you have been able to apply any of the material or information to your ABE activities or program. (c) Choose three of the activities you found most useful on your return home and state how these activities have helped you in your ABE responsibilities.

COLUMN 1 (I participated in)	COLUMN 2 (I have applied this back home)	ACTIVITIES AT CONFEPENCE
_____	_____	1. Reading (major - minor)
_____	_____	2. Mathematics (major - minor)
_____	_____	3. Urban Learning Skills (major - minor)
_____	_____	4. Black Experience (major - minor)
_____	_____	5. Community Analysis
_____	_____	6. Institutional Analysis
_____	_____	7. Analysis of ABE Classrooms
_____	_____	8. ABE Materials Analysis
_____	_____	9. Analysis of self and values
_____	_____	10. Tutorials
_____	_____	11. Practice Teaching
_____	_____	12. Simulation Game
_____	_____	13. Micro teaching
_____	_____	14. Human Relations Training Group
_____	_____	15. Learning group meetings
_____	_____	16. Tests and Evaluation
_____	_____	17. Visit to Malcolm X
_____	_____	18. Operation Breadbasket
_____	_____	19. _____
_____	_____	20. _____
_____	_____	21. _____

The three activities I found most useful.	How I applied these activities back home.
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

5. Have you been able to apply the Self-Directed Learning model to your ABE activities?

____Yes ____No ____to a degree

Please explain. _____

6. Other comments. _____

7. Please describe what you would do in response to the following case studies.

ID#_____

You are the administrator of a public school adult basic education program in a black community where most of your students reside in a large public housing complex. Your teaching staff is 75% white; 25% black. All of your staff reside in suburban or urban fringe middle-income neighborhoods. None of your staff has had any adult education courses but have transferred from elementary schools to your ABE program. You want to help your teachers to become more aware that their students are adults, not children, and more sensitive to the problems of survival among low-income minority groups.

Indicate several specific ways you would use to bring about this increased awareness and sensitivity within your staff.

ID#_____

You have just returned from an ABE teacher training conference and have been impressed with the possibility of making the curriculum more relevant to the needs of your black students. Your supervisor, pleased with your enthusiasm, suggests that you write out for him the criteria which would guide you in making the curriculum relevant, assuming there were no financial or other constraints.

Devise a list of criteria you would give to your supervisor.

ID#_____

You are a capable innovative teacher who is working for a very traditional administrator who seems to spend more time and attention in making out reports than in finding ways to increase the quality and impact of the program. You see a number of ways which might improve the program and you sense that the other teachers and the students would welcome these changes.

How could you go about initiating these changes, given your position as a teacher and your perception of the administrator?

SUPERVISORS' PRE-TEST

THE UNIVERSITY OF CHICAGO
THE DEPARTMENT OF EDUCATION
5835 KIMBARK AVENUE
CHICAGO · ILLINOIS 60637

August 9, 1971

Dear

Your staff member has registered for the "ABE Teacher Training Conference for Urban Clients" being held at the University of Chicago August 1 through 13. As part of the evaluation of the Conference I would like to ask your assistance in evaluating the Conference by filling out the enclosed questionnaire. We ask you for a frank evaluation of the teaching or administrative ability of your staff member at this point in time.

As a demonstration of his work here at the Conference each participant is preparing an individual project related to improving his work back home. In November we will ask you to evaluate the performance of your staff member again upon return to your program to ascertain how successful the Conference has been in giving new information and skills to the participants and in utilizing the individual project he devised at the Conference.

Your responses will be confidential and seen only by the evaluation team. We would appreciate your completing the questionnaire within the next ten days and returning it in the enclosed stamped self-addressed envelope.

A summary of the evaluation will be sent you for your information on completion of the evaluation in January. It is our goal to attempt to evaluate the success of the Conference program, staff, and process by gathering data, not only from the participant, but also from you who have sent your staff member to the Conference. I appreciate your frankness in assessing what changes, if any, the Conference has had on your staff member's performance.

Thank you for your cooperation.

Sincerely yours,

Phyllis Cunningham
Evaluation Coordinator

PC/df
Enclosure

PRE-CONFERENCE QUESTIONNAIRE
UNIVERSITY OF CHICAGO
AUGUST 1971

Please answer all questions in terms of your staff member (conferee) enrolled at the University of Chicago Teacher Training Conference.

---

1. This conferee has worked in our program _____ years as a (____part-time, ____full time) employee. His (her) duties include _____

_____

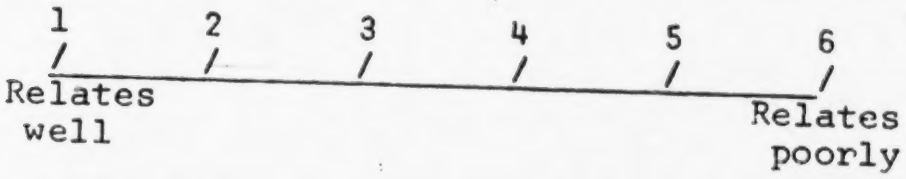
_____

_____

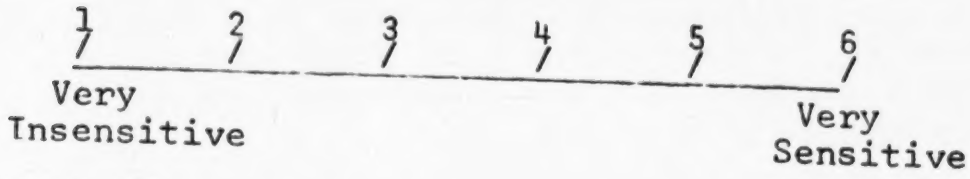
2. Approximately _____% of the students with which he (she) works are Black.

3. Please check on the continuum your evaluation of the conferee. (Please read each continua carefully as the high or low portions of the scale are not always on the same end.)

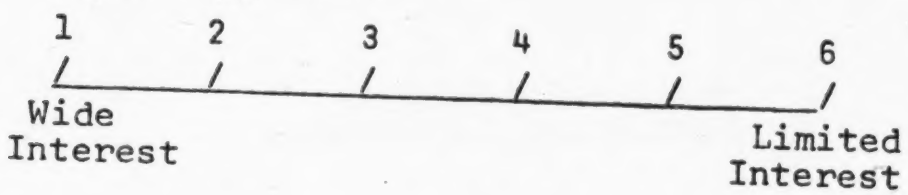
a. The conferee is able to relate well to Black students.



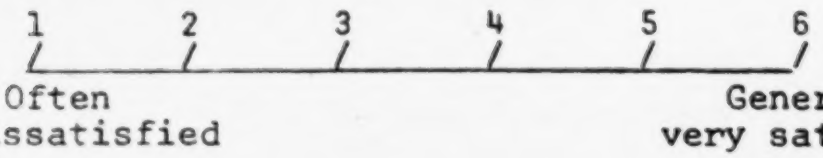
b. The conferee is sensitive to the special problems which Black students face in this society.



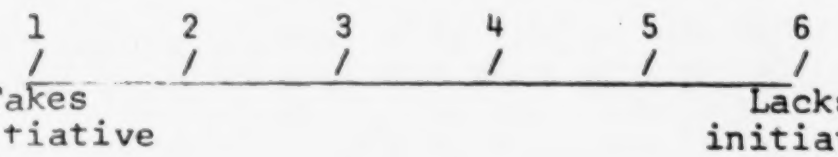
c. The conferee's interest in the ABE students enrolled in his program goes beyond simply the teaching of academic skills.



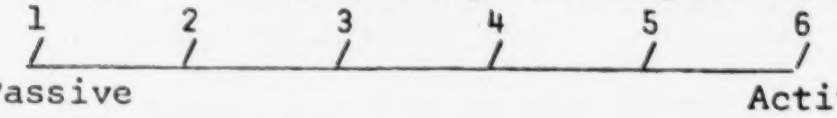
d. Generally Black ABE students are satisfied with the work of the conferee.



e. The conferee shows initiative in solving problems.



f. The conferee actively seeks out ways of improving his competence in working within your ABE program.



4. My objectives in sending this staff member to the conference were:

_____

_____

_____

_____

5. On this staff member's return from the conference I expect

_____

_____

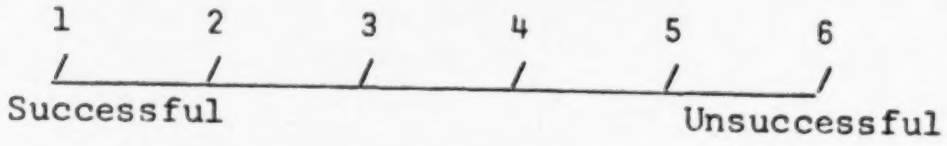
_____

_____

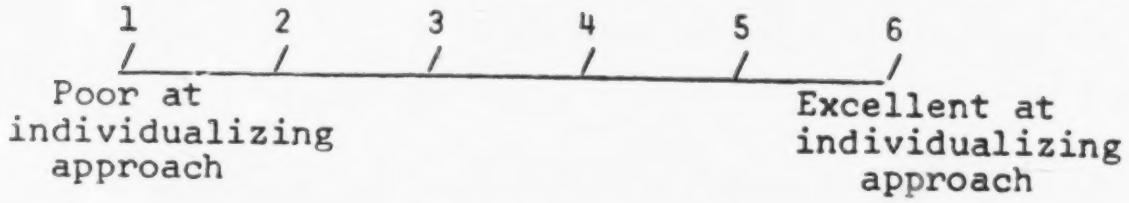
_____

6. Answer this question only if the conferee is a teacher.

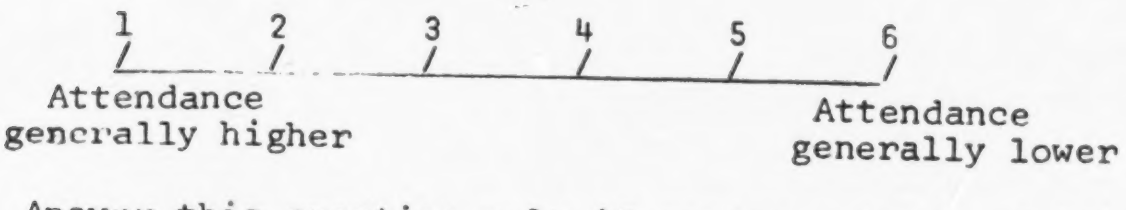
a. I consider this teacher to be highly successful in raising students' academic level.



b. This teacher is able to individualize his (her) classroom approach to meet varying needs of ABE students.

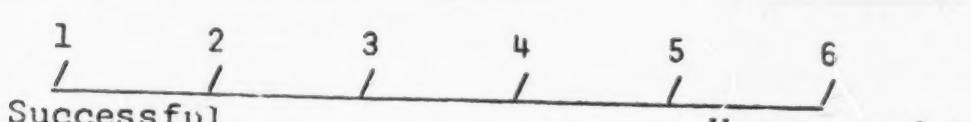


c. Generally students who attend this teacher's class have better attendance records than students of most other teachers in our program.

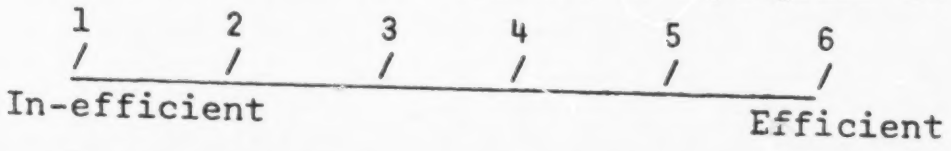


7. Answer this question only if conferee is an administrator.

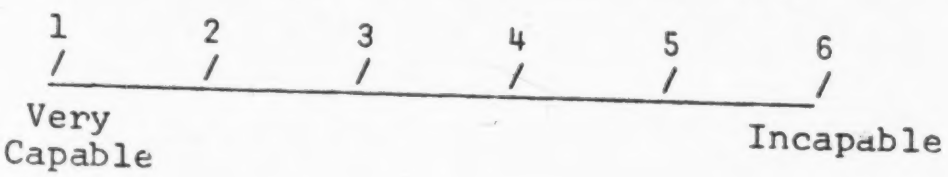
a. I consider this administrator to be highly successful in organizing ABE programs.



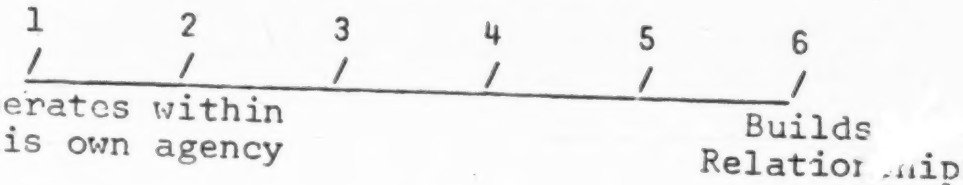
b. This administrator is able to provide ways of efficiently moving students from his ABE programs to the next step.



c. This administrator is able to get his teachers to perform at their highest level of ability.



d. This administrator builds relationships with other agencies which serve the ABE student.



SUPERVISORS' POST-TEST

THE UNIVERSITY OF CHICAGO
THE DEPARTMENT OF EDUCATION
5835 KIMBARK AVENUE
CHICAGO • ILLINOIS 60637

November 12, 1971

Enclosed please find our final evaluation questionnaire on your staff member who attended the University of Chicago Teacher Training Conference. I would appreciate your taking time as soon as possible to fill out the questionnaire and return it to me in the enclosed self-addressed, stamped envelope.

We are particularly interested in specific ways the conference stimulated or helped your staff member improve his performance or the ABE program in which he works. Your responses are, of course, confidential.

Each conferee is also receiving a questionnaire to help us in this evaluation. I would appreciate your encouraging your staff member to respond promptly.

Thank you for your help.

Sincerely yours,

Phyllis Cunningham
Research Assistant

PC/df
Enclosures

cc: Eldon Schultz
William Phillips
State Directors of Adult Education

Code #_____

POST-CONFERENCE QUESTIONNAIRE
UNIVERSITY OF CHICAGO
NOVEMBER, 1971

Please answer all questions in terms of your staff member (conferee) enrolled at the University of Chicago Teacher Training Conference, August, 1971.

---

1. To what extent was the University of Chicago Teacher Training Conference of benefit to your staff member?

1	2	3	4	5
of no benefit	of little benefit	neutral	of some benefit	of great benefit

Why? _____

_____

_____

_____

_____

2. Has the conferee had an opportunity to discuss the conference and his reactions to it with you?

____Yes No____

(If yes) Did the conferee indicate to you any changes he would like to make in his teaching or in the program based on his experience at the conference?

____Yes ____No

If so, have any of these changes been implemented?

____Yes ____No ____Not yet

Please describe. _____

_____

_____

_____

3.a) Several concepts and techniques relating to ABE among urban blacks were stressed at the conference. Please check any of these concepts which the conferee has shown evidence of applying to his work since attending the conference.

Check Mark		Concepts and Techniques
_____	1.	Self-Directed Learning
_____	2.	"Hands on' Math skills
_____	3.	Urban Living (Coping) Skills
_____	4.	Sensitivity to and Knowledge of the Black Experience
_____	5.	Improving reading of urban Black adults
_____	6.	Use of behavioral objectives
_____	7.	Use of new curriculum materials
_____	8.	Use of Group Work or Simulation Techniques
_____	9.	Improved use of testing and evaluation
_____	10.	Use of techniques clarifying values of self and others.
_____	11.	_____
_____	12.	_____

b) Please give specific examples of how the conferee has applied any of these concepts or techniques.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

4. At the conference a great deal of stress was placed on self-directed learning. Has your staff member utilized this concept in any way with students?

_____

_____

_____

5. Were your objectives met relative to sending your staff member to the conference?

1	2	3	4	5
/	/	/	/	/
No		Somewhat		Yes

Please explain. _____

_____

_____

_____

_____

_____

6. Please check on the continuum your present evaluation of the conferee. (Please read each continua carefully as the high or low portions of the scale are not always on the same end.)

a. The conferee is able to relate well to Black students.

1	2	3	4	5	6
/	/	/	/	/	/
Relates well					Relates poorly

b. The conferee is sensitive to the special problems which Black students face in this society.

1	2	3	4	5	6
/	/	/	/	/	/
Very insensitive					Very sensitive

c. The conferee's interest in the ABE students enrolled in his program goes beyond simply the teaching of academic skills.

1 / 2 / 3 / 4 / 5 / 6 /

Wide interest — Limited interest

d. Generally Black ABE students are satisfied with the work of the conferee.

1 / 2 / 3 / 4 / 5 / 6 /

Often dissatisfied — Generally very satisfied

e. The conferee shows initiative in solving problems.

1 / 2 / 3 / 4 / 5 / 6 /

Takes initiative — Lacks initiative

f. The conferee actively seeks out ways of improving his competence in working within your ABE program.

1 / 2 / 3 / 4 / 5 / 6 /

Passive — Active

7. Answer this question only if the conferee is a teacher.

a. I consider this teacher to be highly successful in raising students' academic level.

1 / 2 / 3 / 4 / 5 / 6 /

Successful — Unsuccessful

b. This teacher is able to individualize his (her) classroom approach to meet varying needs of ABE students.

1 / 2 / 3 / 4 / 5 / 6 /

Poor at indiividualizing approach — Excellent at individualizing approach

c. Generally students who attend this teacher's class have better attendance records than students of most other teachers in our program.

1	2	3	4	5	6
Attendance generally higher					Attendance generally lower

8. Answer this question only if conferee is an administrator.

a. I consider this administrator to be highly successful in organizing ABE programs.

1	2	3	4	5	6
Successful					Unsuccessful

b. This administrator is able to provide ways of efficiently moving students from his ABE programs to the next step.

1	2	3	4	5	6
Inefficient					Efficient

c. This administrator is able to get his teachers to perform at their highest level of ability.

1	2	3	4	5	6
Very Capable					Incapable

d. This administrator builds relationships with other agencies which serve the ABE student.

1	2	3	4	5	6
Operates within his own agency					Builds Relationships

DAILY LOGS

Daily Log 189.

SUNDAY, AUGUST 1

Conferee's Name _____ Group Leader _____

1. ___Yes ___No I heard the keynote address by Mr. Griggs.

   ___Yes ___No I met and talked to my group leader.

   ___Yes ___No I picked up my packet of materials.

2. I met or now can identify the following resource persons:

___Alexander	___Clayton	___Griffin	___Samuels
___Bell	___Cunningham	___Kimmons	___Schatz
___Browne	___Durham	___Malone	Other:
___Alice Carnes	___Griggs	___McMurtrey	_____
___Jack Carnes	___Fernandis	___Reagle-Kruzel	_____
___Clark	___Geiselman	___Ryan	_____

3. Circle the number on the scale indicating how you feel about the following statements:

   I feel I have a general understanding of the conference curriculum.

1	2	3	4	5	6
very poor understanding					very good understanding

   I feel satisfied that I understand how to use the Self-Directed Learning approach to plan my program at the conference.

1	2	3	4	5	6
very satisfied					very dissatisfied

   I feel confident about selecting the project I plan to work on at the conference.

1	2	3	4	5	6
uneasy					confident

   I feel satisfied with my living arrangements for the next two weeks.

1	2	3	4	5	6
very satisfied					very dissatisfied

Daily Log

MONDAY, AUGUST 2

Conferee's Name _____ Group Leader: _____

I participated in the following activities:

____Yes ____No Orientation Session

____Yes ____No Field trip to the adult education center

____Yes ____No Learning Resource Group 7-9 p.m.

I consulted with these persons on some learning task related to ABE. (Check those listed and list any other persons not listed.)

____Alexander	____Malone	Others: _____
____Bell	____Kimmons	_____
____Browne	____McMurtrey	_____
____Cunningham	____Reagle-Kruzel	_____
____Fernandis	____Samuels	_____
____Geiselman	____Schatz	_____

My reaction to the field trip is: _____

_____

_____

_____

My reaction to my Learning Resource Group is: _____

_____

_____

_____

My reaction to the self-directed learning approach is: _____

_____

_____

_____

_____

TUESDAY, AUGUST 3

Conferee's Name _____ Group Leader's Name _____

1. Today I had conferences (discussions) with the following resource persons about ABE.

____ Alexander	____ Hatfield
____ Bell	____ Hutchinson
____ Browne	____ Kimmons
____ Carnes, A.	____ Malone
____ Carnes, J.	____ McMurtrey
____ Clark	____ Kruzel
____ Clayton	____ Ryan
____ Cunningham	____ Samuels
____ Durham	____ Schatz
____ Fernandis	____ Walker
____ Geiselman	Others:
____ Griffin	_____ _____
____ Griffith	_____ _____

2. ____Yes ____No I have decided on the project I wish to work on during the conference.

3. Please list the formal sessions you attended today.

_____ _____

_____ _____

_____ _____

_____ _____

Daily Log

Wednesday, August 4

Conferee's Name _____

Group Leader _____

I attended these classes (activities) today:

____Reading

____Black Experience

____Mathematics

____Urban Living Skills

____Self, Values

____Materials

____Simulation Game

____Micro Teaching

____Human Relations Training Group

____Learning Group

____Seminar - "Utilizing Para-professionals in Classroom and Community"

I talked with these people today about some problem(s) in ABE:

Staff:	Conferees:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I have visited the Materials Center. Yes_____ No_____

I have visited the Library. Yes____ No_____

I attended the Tuesday (August 3) Seminar. Yes____ No____
I would like to schedule a conference with Juliet Walker. ____(check)

The state of my individual project is:

____ I have not formulated an idea for my project.

____ I am beginning to make progress in developing my project.

Comments: _____

_____

_____

_____

_____

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Daily Log 194.

Thursday, August 5

Conferee's Name _____

Group Leader's Name _____

I participated in the following activities:

___Reading major

___Math Major

___Urban Living Skills Major

___Black Experience Major

___Self-Value Analysis

___Materials Analysis

___Simulation Game

___Micro teaching

___Human Relations Group

___Learning Resource Groups 7-8 p.m.

___Peyton Hutchison's Seminar

I discussed issues or problems related to ABE with:

Staff: Conferees:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Comments: _____

_____

_____

_____

_____

I feel that I am making satisfactory progress on developing my individual project.

___Yes _____I am having some problems _____No

DAILY LOG Friday, August 6

Conferee _____ Group Leader _____

I participated in the following activities:

____Reading Major
____Math Major
____Urban Living Skills Major
____Black Experience Major
____Self Values
____Materials
____Simulation Game
____Micro Teaching
____Human Relations Training Group
____Seminar (Alfreda Duster)
____Malcolm X Community College

I discussed issues or problems related to ABE with:

Staff: Conferees:

_____ _____

_____ _____

_____ _____

After one week's attendance, my general opinion of this Conference is:

_____

My opinion of the self-directed learning approach is _____

_____

My opinion of the Learning Resource Groups is _____

_____

The session I have attended that has been most helpful to me was

_____

The session that has been least relevant to my learning goals was

_____

Saturday, August 7

I visited Operation Breadbasket. ____Yes ____No

Comments: _____

I visited a Black Bookstore. ____Yes ____no

Comments: _____

DAILY LOG Monday, August 9

Conferee _____ Group Leader _____

I participated in the following activities:

____Reading Major ____Practice Teaching

____Math Major ____Institutional Analysis

____Urban Living Skills Major ____Classrooms Analysis

____Black Experience Major ____Learning Group Meeting

____Tutorial ____Panel of State ABE Directors

I discussed issues or problems related to ABE with:

Staff: Conferees:

_____ _____

_____ _____

_____ _____

My project is in a satisfactory stage of development. ____Yes ____No

I am having difficulty getting in touch with resource persons.

____Yes ____No. If "yes", please list persons with whom you wish to confer and when convenient.

DAILY LOG

Tuesday, August 10

Conferees _____

Group Leader _____

I participated in the following activities today:

____Reading Major

____Black Experience Major

____Math Major

____Urban Living Skills

____Tutorials

____Practice Teaching

____Classroom Analysis

____Institutional Analysis

____Panel of ABE Students

____Learning Group Meeting

I discussed issues or problems related to ABE with:

Staff:	Conferees
_____	_____
_____	_____
_____	_____

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DAILY LOG
Wednesday, August 11

Conferee_____ Group Leader_____

I attended these sessions today:

Reading minor _____ Practice Teaching _____

Black Experience minor _____ Community Analysis _____

Mathematics minor _____ Testing & Evaluation Seminar _____

Urban Living Skills minor ____ Learning Group meeting _____

Tutorial ____

I conferred with these persons today on problems related to ABE

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

I feel that I am accomplishing my objectives for the conference.

_____ Yes _____For the most part _____Not really

My greatest criticism(s) of the conference is (are) _____

_____

_____

_____

_____

_____

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DAILY LOG

Thursday, August 12

I attended these sessions:

____Reading
____Math
____Urban Living Skills
____Black Experience
____Tutorials
____Community Analysis
____Practice Teaching
____Cook County Jail
____St. Charles Trip
____Lois Burrill's Session
____Learning Group Meeting

I talked with these persons about ABE problems or issues

_____ _____

_____ _____

_____ _____

I have completed my project. ____Yes ____No
____Will have it completed before I leave

I had an opportunity to report on my project. ____Yes ____No

If yes, please tell where. _____

My grade for my project is _____

I think self-directed learning _____

_____

_____

I feel that I could use the Self-Directed Learning Model with my students. ____Yes ____Maybe ____No

My reactions to the Conference:

	Poor	Average	Good	Excellent
Faculty generally	____	_____	____	_____
My group leader	____	_____	____	_____
Pace of the Conference	____	_____	____	_____
Motel Accommodations	____	_____	____	_____
Financial Arrangements	____	_____	____	_____
Program Design	____	_____	____	_____
Evaluation	____	_____	____	_____

Comments - Please use back of page.

APPENDIX D

LIST OF PUBLISHERS SUPPORTING
THE LEARNING CENTER

LIST OF PUBLISHERS

Addison Wesley Publishing Company
Midwest Region
106 West Station Street
Barrington, Illinois 60010

Addison-Wesley Publishing Company
Sand Hill Road
Menlo Park, California 94025

American Education Publications
Education Center
Columbus, Ohio 43216

Children's Press
1224 West Van Buren Street
Chicago, Illinois 60607

Bureau of Consumer Protection
Federal Trade Commission
Washington, D.C. 20580

Encyclopedia Britannica
Educational Corporation
4424 Oakton Street
Skokie, Illinois 60076

Field Educational Publications, Inc.
902 South Westwood
Addision, Illinois 60101

Globe Book Company
2004 Isabella Street
Evanston, Illinois 60201

Household Finance Corporation
Money Management Institute
Prudential-Plaza
Chicago, Illinois 60601 -

Houghton Mifflin Company
1900 South Batavia Avenue
Geneva, Illinois 60134

CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Public Affairs Committee, Inc.
381 Park Avenue South
New York, New York 10016

New Readers Press
Box 131
Syracuse, New York 13210

Reader's Digest Services, Inc.
Pleasantville, New York 10570

Scholastic Magazines, Inc.
Englewood Cliffs,
New Jersey 07632

Simon and Schuster, Inc.
Educational Division
1 West 39th Street
New York, New York 10018

Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78767

APPENDIX E

MATERIALS AND SUPPLIES GIVEN TO CONFEREES

MATERIALS AND SUPPLIES GIVEN TO CONFEREES

I. Courses

A. Black Experience

1. Berne, Eric, Games People Play
2. Reich, Charles A., The Greening of America
3. Kusir, Lester, Warriors of the Street
4. Erikson, Kai, Wayward Puritans
5. Cobbs and Grier, Black Rage

B. Mathematics

1. Trivett, John, Mathematical Awareness, Parts 1 and 2
2. Dialamatic Adding Machine w/Work Cards
3. Cuisenaire Classroom Kit
4. Student Activity Cards for Cuisenaire Rods
5. Peas and Particles, Picture Packet
6. Peas and Particles, Teacher's Guide
7. Transport Markers
8. Scissors
9. Plastic Rulers
10. Rubber Bands
11. Flair Pens
12. Slide Rule
13. Chenille Craft Straws
14. Poker Chips
15. Manual: Inquiry in Mathematics Via the Geo-Board

II. Given to All Conferees

1. Under-Arm Zippered Attache Case
2. Wiremaster Notebook
3. Name Badge
4. Davidson, Edmonia, Family and Personal Development in Adult Education
5. Mager, Robert F., Preparing Instructional Objectives
6. Ficker, Victor and Graves, Herbert S. (eds.), Social Science and Urban Crises
7. Figwell, J. Allen (ed.), Reading Goals for the Disadvantaged
8. Bennett, Lorne, Jr., Before the Mayflower

APPENDIX F

PROGRESS REPORTS TO STATE DIRECTORS

THE UNIVERSITY OF CHICAGO
THE DEPARTMENT OF EDUCATION
5835 KIMBARK AVENUE
CHICAGO · ILLINOIS 60637

June 28, 1971

_____
_____
_____
_____
_____

Dear_____:

This letter is to bring you up to date on The University of Chicago Teacher Training Conference: Adult Basic Education for Urban Clients, and to ask your advice and cooperation in relation to several aspects of the Conference.

By this time, I trust you have received the brochures giving the general information on the Conference. Enclosed with this letter is a tentative draft of the program which is more explicit and should give you a better idea of how we are attempting to reach cognitive and affective goals with a self-directed learning approach. At this point, I would appreciate your reactions and suggestions on the format. Do you think that the Conference program, as it is presently structured, speaks to the needs of the teachers in your state?

Another aspect of the Conference with which your help will be needed is evaluation. I have assigned this task to Phyllis Cunningham, a member of the project staff, who will be writing to you for your ideas and suggestions. The U.S. Office of Education concurs with us in our plan to use empirical evaluation; however, funds for evaluation are limited, and your help will be needed especially in obtaining pre- and post-conference data.

I have asked Jane Marie Browne, the Associate Director of the Conference, to send you progress reports each week to bring you up to date on registration and program developments. In order to insure that a full complement of teachers will have an opportunity to attend the Conference, July 9 will be the deadline for the acceptance of applications. If state quotas are not filled by that time, applicants will be accepted from Regions IV and V at large.

In planning the Conference, we hoped to grant University graduate credit to all Conference participants. However, U.S. Office of Education regulations made tuition costs unallowable. If participants wish to pay their own tuition, three and one-fourth semester hours of graduate credit will be granted. The cost of tuition is $170.00. A five dollar health fee is also required. If there are any changes regarding the granting of credit, you will be notified.

If you need further information or have any suggestions, please feel free to call me at (312) 753-4162 or Miss Browne at (312) 753-3878.

Sincerely,

Lucy Ann Geiselman
Project Director

LAG:dw

Enclosure

THE UNIVERSITY OF CHICAGO
THE DEPARTMENT OF EDUCATION
5835 KIMBARK AVENUE
CHICAGO · ILLINOIS 60637

July 9, 1971

TO: State Directors of Adult Basic Education, U.S. Office of Education Regions IV and V

FROM: Jane Marie Browne, Associate Conference Director

RE: Progress Report on the Teacher Training Conference: Adult Basic Education for Urban Clients

The purpose of this communication is to bring you up to date on program developments and recruitment.

The resource persons at the Conference will be as follows:

MAJORS AND MINORS

1. Reading - Miss Barbara Farnandis, a Ph.D. candidate in reading at the University of Chicago who has served as a consultant to the Chicago Reading and Speech Clinic and the Chicago Public Schools

2. Mathematics - Mr. Max S. Bell, Associate Professor of Education at the University of Chicago, and faculty advisor to students at the University preparing to teach mathematics

3. Urban Living Skills - Dr. Frank Samuels, Associate Dean of Adult Basic Education, Milwaukee Area Technical College

4. The Black Experience - Mr. Ronald Kimmons, Assistant Dean of Students, Kennedy-King Jr. College

ELECTIVES

1. Self-Analysis, Classroom Analysis - Mrs. Alice Carnes, Assistant Professor of Education at the University of Chicago, whose research interests have centered on values and their effects on teaching and learning

2. Institutional Analysis - Mr. William S. Griffith, Associate Professor of Education and Chairman of the Adult Education Committee at the University of Chicago

3. Materials Analysis - Mr. John Hatfield, Supervisor of Adult Basic Education, Fort Wayne (Indiana) Regional Vocational Center

4. Simulation Exercise: "Exploration of Power Relationships Within Groups" - Mr. Jack Carnes, Ph.D. candidate in the sociology of education at the University of Chicago, who is an experienced leader of sensitivity training groups and simulation exercises for teachers

5. Simulation Exercise: "Urban Dynamics" - Mr. Taylor Griffin, graduate student in educational administration at the University of Chicago, community liaison for the Ford Training and Placement Program

6. Microteaching - Mr. Kevin Ryan, Associate Professor in the Graduate School of Education, the University of Chicago

GUEST LECTURERS

August 3

1. Mrs. Juliet Walker - Ph.D. candidate in history at the University of Chicago, responsible for the development of a Black curriculum for the Chicago Public Schools "Historical Perspective on the Black Experience"

August 4

2. Mr. Peyton Hutchison - Director of Adult Basic Education: Project READ, Detroit Public Schools "The Use of Paraprofessionals in ABE"

August 5

3. Mrs. Alfreda Duster - Director of community relations of the Opportunity Centers, editor of Crusade for Justice: The Autobiography of Ida B. Wells "From the Other Side of the Desk"

August 10

4. Guest panel of adult basic education students

August 11

5. Miss Lois Burrill - Staff Associate in the Test Department, Harcourt Brace and Jovanovich "Measurement and Appraisal"

The number of applications which have been received from each state as of July 9 are as follows:

Region IV

1. Alabama 7
2. Florida 10
3. Georgia 11
4. Kentucky 1
5. Mississippi 1
6. North Carolina 4
7. South Carolina 5
8. Tennessee

Region V

9. Illinois
10. Indiana 3
11. Michigan
12. Ohio 7
13. Wisconsin
14. Minnesota

The Conference staff is making preparations to provide an excellent training program for the ABE teachers of Regions IV and V, and we are hopeful that a full complement of one hundred participants will have an opportunity to attend. However, as of July 9, only 49 applications have been received.

We would urge that all interested persons be given the opportunity to apply, regardless of state quotas. Even if your state has filled its slots, please send as many alternate nominations as you can by July 19.

If you have any questions or if I can be of any assistance, please contact me at (615) 753-3878.

JMB:dw

210.

THE UNIVERSITY OF CHICAGO
THE DEPARTMENT OF EDUCATION
5835 KIMBARK AVENUE
CHICAGO · ILLINOIS 60637

July 16, 1971

A very important component of the Teacher Training Conference: Adult Basic Education for Urban Clients is a series of informal seminars which will be held during several evenings of the Conference. We see these seminars as reinforcing some particular aspect of what is taught in the majors, minors, and electives during the day.

On the evening of Monday, August 9, from 8 to 9 p.m., we would like to have the State Directors of Adult Basic Education in Regions IV and V present a panel discussion on ABE programs in their states. Mr. M. Eldon Schultz, the Adult Education Program Officer for Region V, has consented to chair the panel.

We certainly hope you will be able to represent your state on that evening. If you are able to come earlier, there will be a party at my home on Sunday evening, August 8, to which you are cordially invited. Unfortunately we are unable to defray the expenses of your trip to Chicago.

Would you please let us know within a week whether you can be with us on August 9. If you have any questions about this matter, please feel free to contact me at (312) 753-4162.

Sincerely,

Lucy Ann Geiselman
Conference Director

LAG/df

THE UNIVERSITY OF CHICAGO
THE DEPARTMENT OF EDUCATION
5835 KIMBARK AVENUE
CHICAGO · ILLINOIS 60637

July 23, 1971

TO: The Director of Adult Basic Education for the State of _____

FROM: Jane Marie Browne, Associate Conference Director

RE: Progress Report on the Teacher Training Program Adult Basic Education for Urban Clients

The purpose of this report is to bring you up to date on recruitment. The following persons from your state have received letters of acceptance to the Conference.

Name: Date acceptance letter was sent:

Number of slots remaining from your state:_____

Number of additional approved applications on file from your state:_____

JMB:dw

APPENDIX G

SAMPLE SDL PROJECT

An annotated bibliography of materials to be purchased in setting up an Adult Basic Education Center in The Battle Creek School District Battle Creek, Michigan. This list will be enlarged as the center develops. This list will also familiarize the teachers with all the material available. It will also prevent overlapping of materials in the various levels. Therefore students will not have repetitious material.

A list of materials used by each student will also be recorded in a student profile folder, which will be available to the teachers.

Sister Mary Kayatin
Conference for Urban Clients
Adult Basic Education

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TABLE OF CONTENT

Criteria in Selection of Books for Beginning Adult Readers

Classification of Major Approaches in Material Selection

ADULT BASIC EDUCATION

BEGINNING LEVEL (Grades 0 - 3)
Reading
Language Skills
Arithmetic

INTERMEDIATE LEVEL (Grades 4 - 6)
Reading
Language Skills
Arithmetic

ADVANCED LEVEL (Grades 7 - 9)
Reading
Language Skills
Arithmetic

To be completed after the Conference
Adult Special Education

English for Foreign - Born

Consumer Education

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CRITERIA IN SELECTION OF BOOKS FOR BEGINNING ADULT READERS

A. APPEARANCE

1. Looks like an " adult " book:

   cover, content, size, shape, title
   reading or grade level inconspicuous if present
   not an " 1 sentence to 1 line " page arrangement

2. Does not look too " hard " to read:

   " thin " book, easy to handle size
   amount of written material per page small
   page broken into smaller units orparts
   type sharp and clear, larger than the size used on this page
   well spaced letters, wide margins
   generous spaces between lines
   opaque paper

3. Has many graphic illustrations:

   realistic, appealing to readers addressed
   accurate, useful
   well placed to help explain text
   diagrams, drawings, graphs, charts, maps , other in color, black and white, both
   pictures and photos " adult " interest

B. STYLE AND VOCABULARY

1. Vocabulary:

   adult in tone, related to adult readers' experiences
   as simple as possible to cover subject adequately
   repetition of the familiar

2. Sentences:

   simple sentence structure
   short sentences
   average sentence length 7 - 8 words (easiest reading)
   average sentence length 10 - 12 words (easy reading)

3. Paragraphs:

   short paragraphs
   average of not more than 6 - 8 sentences per paragraph

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4. Style:
clear
direct
interesting
stimulating
not patronizing

C. CONTENT

1. Subject:

of immediate interest to adult
easy -to - comprehend facts and information
self-explanatory, no body of pre-established knowledge needed
helps clarify pre-established knowledge
in sufficient depth to be useful
accurate, up-to-date, timely
ideas and situations with which reader can identify
promises to arouse awareness, deepen interests
provides enjoyment, relaxation, humor, inspiration
presentation of skills in using community resources
presentation of skills in dealing with the social system and its institutions
development of self-image and self-esteem

2. Organization:

glossary
index
table of contents
suggestions for further reading exercises
review
comprehension tests
directions for teachers (if desired)

D Technical criteria of the materials

1. Teachability. How much skill does a teacher need to use a particular learning system? Other things equal, the less skill needed by the teacher , the better.

2. Entry Level . At what levels of skill does the program start? Presumably , the lower the better.

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3. Flexible Entry. To what degree can a program accept students that have come from other systems of instruction?

4. Terminal Level. At what level of skill are students who have completed the program?

5. Programming. To what extent does the program have somelogical sequence of tasks that build upon one another? Well - programmed teaching materials are of demonstrably superior quality.

6. Linguistic Analysis. To what extent is the sequence of tasks in a program based upon analysis of the structure of English?

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" Reading Materials : Their Selection and Evaluation "

Probably the most important factors contributing to the success of an ABE program are teacher attitude and willingness to learn and change and adequacy of the teaching materials. Let us assume that the first component is available anddiscuss the second compenent and the reasons for careful selections of the factors that make it up.

First - People learn at different rates of speed so no two people will need the same amount of time to absorb the same amount of learning.

Second - People differ in their learning power so the depth of knowledge each student is capable of learning differs.

Third - People differ in their attention and concentration spans so the time on tasks differs from student to student.

Fourth - People differ in their degree of flexibility so the use of differing approaches with different students should vary in accord with this component.

Fifth - People differ in their styles of learning and in their degree of capability to use different avenues of learning.

Sixth - People differ in their backgrounds and individual value system and this affects their approach to different materials.

If these assumptions are true then an ABE program would not use just one approach with all students. For purposes of organization and ordering, it is useful to break the various materials into groups. The following classification system identifies several major approaches.

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The cumulative vocabulary approach. This consists of a series of books or workbooks utilizing controlled introduction of vocabulary either based on the words ranking in terms of frequency of use or the patterns of spelling of words (linquistic or " word family method). The Mott Program(Allied Educational Council) and the Systems for Success Program (Follett) are examples of this.

The multi-leveled kit approach. This approach uses short selections graded in terms of readability with the materials sometimes classified into the areas of ABE such as health, law, work orientation, etc. The student selects from among articles at a given readability level. The Addison - Wesley Reading Development Kits and the Reading Attainment System are examples of this approach.

The programmed workbook approach. This uses small frames which attempt to teach a bit of information and then let the student check if he learned the information. Programmed Reading for Adults (Mc Graw Hill) and Lessons for Self Instruction (California Test Bureau) are examples of this approach.

The experience approach may rely on teacher - student developed materials or be combined with materials already developed and with stimuli for aiding the student and teacher to develop materials based on the students' experiences. J.B. Adair's Reading for a Purpose builds this into the program but insures coverage of basic decoding and comprehension skills throughexamples and pupil - teacher guidance.

The Work-text approach . This category includes work-text programs thatwwere developed separately but which

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complement each other. Its an old approach but one liked by many teachers and stu.ents. The Steck-Vaughn materials such as The Adult Reader, My Country, and I Want to Read and Write are examples of this approach.

The mass media approach is best exemplified by Operation Alphabet and the Lauback Films over television .

The individualized reading approach is based on self-selection by the students and guidance of their reading activities. Folletts Vocational Reading Series and Accent on Education Series are useful with this approach.

The com.uter assisted instruction approach uses programmed instruction delivered by computer. J.B. Adair ia the authority on this approach to teaching reading to adults.

The ecclectic approach is the soundest of all approaches. It selects from the many approaches those which best suit the individual student. Using this approach the student may spend part of his time in programmed instructional materials, and part of his time in group activities involving the experience approach.

Sin.e people differ, individual reading pro.rams differ, and for most of the skills instruction class lesson plans are useless. Instead of class lesson plans each student is given individual percriptions being written in the trade name of the materials fitting into the desired approach. Perscriptions are constantly modified as the student moves along in the program. Basic to a good program are easily applied informal diagnostic inventories and a well stocked classroom of materials that utilize the many approaches.

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B E G I N N I N G L E V E L (Grades 0 - 3)

READING

At this level, the adult is learning to read . He has only acquired the bare essentials, if that, toward becoming an independent reader.

At the beginning level the teacher will endeavor to introduce or build upon the basic word attack and recognition skills necessary for him to become a proficient reader. Each exercise should be accompanied by some form of drill or repetition whereby the student thoroughly understands the concept taught and will be able to use it comfortably.

The adult student has had more life experiences and possesses a better developed vocabulary than a child who is just learning to read. Therefore, he probably will progress more rapidly.

Each student should be encouraged to proceed at his own rate of learning. It is essential that the first reading experiences of the adult learner be successful.

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READING - Beginning Level Grades 0 - 3

American Incentive to Read (Controlled Phonics for Adult Readers)

A Method - Presents a single letter concept per single sound and proceeds in sequence to blends of sounds and combinations leading to syllables, words and sentences.

B. Consists of:
1. 24 - 33 1/3 records
2. Book 1 and 2 - Workbooks (non - consumable)
3. Student supplement containing progress tests

C. Table of Content
1. Sounds of single letters and simple blends etc.

Address:
Reading Perception Center
2015 W. Olympic Blvd.
Los Angeles , California 90006

Note: If learner needs to, he can replay the record as often as he wishes. This phonic approach should be supplemented with another workbook, which gives some written exercises.

Title : Working With Words
Paper bound worktext

Annotation: This basic language worktext is designed for beginning adult readers, both English - speaking students and students for whom English is a second language. The skills of English and reading are taught concurrently through oral and visual practice in letter, word, and sentence patterns. It has a word list and is illustrated. A teacher manual is available.

Title: Working With Word Patterns

Annotation: A companion to Working With Words , continuing to build upon the structure and sentences while introducing important economic information in a story about a family. It has a word list and is illustrated.

Address: Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78767

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Title : Reading for a Purpose

A Method - Sight words combined with familiar pictures. Introduces gradually phonics by Lesson 8. Immediate success in reading a paragraph composed solely of learned sight words. Experience of working adults used. Very practical. Large print.

B Contents - Workbook with teacher's copy.
1. 26 lessons in paperback workbook ($1.25)
2. 50 lessons in plastic notebook style. The extra lessons are supplementary in nature.
3. Mastery of new words before proceeding is imperative.
4. New words may be mastered as a spelling list also.

Note: This method can be used where learners desire not to keep together. The instructor helps the learner who is ahead of the rest. He in turn listens to the next person, thus becoming a teacher-helper for 3 to 4 minutes.

Address: Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois

Supplementary

Title: Working with Words
I Want to Read and Write
Building Word Power

Address : Steck - Vaughn Company
P. O. Box 2028
Austin, Texas 78767

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Guidebook to Better Reading

A. Method - Each lesson begins with word study; sounds, structure pronunciation and vocabulary. The students then listen to or read a story and complete a variety of comprehension exercises. Student must be able to read on first grade level.

B. Contents - Student workbook and teacher's manual (a must)
1) Diagnostic exercises help to determine his reading level, ability in word perception and composition.
2) Lesson 1 - 5 contains a color illustration for a story to be read to the student. Student recalls answers (written on the board) to questions concerning the story.
3) Lesson 6 - the first chapter of a continued story is read to the student. The student reads a brief, simple synopsis of the chapter and answers questions about it.
5) Evaluative exercises test the student's progress after completion of lesson 30.
6) Review exercises

C Six supplementary readers are available:
1) Jinx Boat Grade 2
2) Explore - Grade 3
3) Venture - Grade 4
4) Quest - Grade 5
5) Polecat Adventure - Grade 6
6) Peaville Adventure - Grade 7

Note: This approach is excellent ; however, it is demanding on teacher's time. If the teacher could record the teacher's part of the instruction on tape or cassette, this would allow the student to advance with minimum teacher assistance.

Address: Economy Press
1901 North Walnut
P.O. Box 25303
Oklahoma City, Oklahoma 73125

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B E G I N N I N G L E V E L (Grades 0 - 3)

Language Skills

Spelling, writing and English (along with listening, reading and speaking) are considered the language skills. They are overlapping and in many cases inseparable; yet, for the purposes of this outline, they will be discussed individually.

The teacher will use various skills to help students understand and evaluate what is read and heard and how to get their ideas across. These goals are present in every area of the curriculum and will not be presented separately.

Spelling is concerned with phonic and structural analysis which is also present in reading. Writing incorperates ideas, composition, punctuation, usage and spelling. English also covers many of these same topics. At the beginning level it is especially important to be aware of the interrelationships among all phases of the language arts .

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English Usage should be introduced after a good basis for reading has been established. It is recommended then that at the 3rd grade level the following should be used:

Title : Learning and Writing English

Annotation : A Especially prepared for adults. Begins with a review of skills taught in grades 1 and 2 advancing to the 4th grade. Sequenced for the individual to advance at own rate.
B Rules are given throughout the text
C Emphasizes correct spelling
D Introduces use of dictionary
E Large Print
F Progress tests included

Address: Steck - Vaughn Company
P.O. Box 2028
Austin, Texas 78767

Title: Hayes Language Drills and Tests

Annotation: Dittos

Address: Hayes Publishing Company
Wilkinsburg , Pennsylvania

Continental Press Inc.
Elizabethtown, Pennsylvania

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Title: Steps to Mathematics 1 and 2

Annotation: Introduces the basic concepts of counting and the number system. All adult orientated Includes mastery test and answer key.

Address: Steck - Vaughn Company

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B E G I N N I N G L E V E L (Grades 0 - 3)

Arithmetic

Arithmetic is quite familiar to most adults. They use numbers on their jobs or see numbers in some form almost daily.

The teacher will attempt to use the mathematical concepts the students have and try to develop new awareness of the four (4) basic operations: addition, subtraction, multiplication and division. The ground work for whole numbers must be solid before the student can master fractions and decimals.

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I N T E R M E D I A T E L E V E L (Grades 4 - 6)

READING

The reading program at theiintermediate level extends the skills begun at the previous level. There is more enphasis on vocabulary development and comprehension. At this stage of instruction the student is not only learning to read, he is reading to learn.

The adult learner finds reading in all phases of his academic and social life. He must use reading as a tool to work an arithmetic story problem, to read about a sale in the newspaper or to find a friend's name in the telephone book. Reading becomes more organized and the student uses a series of techniques to develop a particular skill, such as getting the main idea or locating information.

Reading matter should be of high interest value. An interesting story makes reading a pleasure and the student will have less trouble with unknown vocabulary. The primary goal of reading instruction is to make the student an independent reader who can use a variety of skills to discover new words and meanings.

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READING Intermediate Level Grades 4 - 6

Title : The Reading Attainment System

Annotation: A remedial reading program consisting of 120 different reading selections, with 120 accompanying Skill cards, that contain vocabulary words and also, exercises for word meaning in context. Each reading selection also has a skill card with an answer key. The student can correct his answers. The selection includes many action stories but also deals with application forms, an employment agency, and a few health topics.

Address : Grolier Education Corporation
845 Third Avenue
New York, New York 10022

Title : EDL's Learning 100

Annotation Learning 100 is a Communications Skills System in Basic Adult Education. High interest content, multimedia presentation, and self-instructional lessons instill enthusiasm and confidence while teaching the basic communication skills required by our society. The multilevel organization of L-100 allows an entering student to be placed at his reading level. It also allows sporadic attendees or the re-enrolled dropout to be placed in the appropriate level without hindering the progression of other class members.

Address : Educational Development Laboratories
248 Pulaski Road
Huntington, New York 60058

Title : How to Read Better Book 1 and 2

Annotation A Material attempts to accomplish 3 goals:
1 give pleasurable experiences in reading
2 Mastery of reading mechanics
3 sharing with others his reading experiences.
B Contains reading checks
C Covers reading skills but not in depth

Address: Steck - Vaughn Company
P. O. Box 2028
Austin, Texas 78767

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Title : Reading for a Viewpoint

Annotation : A Method - Begins with story about U.S. History, recall of details, word study, and review of reading skills. Later on various English grammar skills are touched upon along with punctuation and capitalization.
B 35 lessons with vinyl notebook binder
C Outstanding development of understanding of growth and development of U.S. up to 1962
D Continuation of Reading for a Purpose

Address : Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois

Title : Adult Reader

Annotation : Combination text and workbook. This book features a basic vocabulary of words most frequently used by adults. Word studies, review lessons, and check tests are based on adult interests and activities. Handwriting pages, word lists, and illustrations are included.

Address : Steck - Vaughn Company
P. O. Box 2028
Austin, Texas 78767

Title: We Are Black

Annotation : To motivate students to read by providing materials that are high in interest, and to help students to read successfully by providing materials that are graded in difficulty. Also broadens students' understanding of the accomplishments and contributions of black people.

Address : Follett Educational Company
1010 West Washington Blvd.
Chicago, Illinois 60607

Newspapers : Know Your World — American Educ. Publications
Columbus Ohio 43216

News for You — New Readers Press
112 East Fayette Syracuse
New York

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I N T E R M E D I A T E L E V E L (Grades 4-6)

LANGUAGE SKILLS

The language skills are to be expanded and intensified at this level. There will be more formalized instruction in spelling. Writing will become more creative and more frequent. English will consider the same areas as in the beginning level but on a more difficult or technical scale.

Academic preparation for high school begins at this stage. There will be some students who need and can cope with this style of instruction and should be encouraged. There will be others who need only to elaborate the skills which they have and they , too, must be encouraged. Many students may need or want just the social aspects of the language skills. Each student should be able to find his own success.

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Title : Guidebook to Better English

Book 1 Grade 4
Book 2 Grade 5
Book 3 Grade 6 - 7

Annotation :

A Designed to teach skills in a short period of time resulting in accurate, effective oral and written communication that is acceptable in the larger society

B Covers
Subject - verb agreement
Singular and plural nouns
Use of Pronouns
Principle of spelling and word division
Use of Dictionary
Common errors of usage

C Guidebook accompanies every 6 student workbooks

D Guides in the workbook refers student to rules that apply in back of the book

E Answers are listed for all exercises in back of book

F Contains an index

Address: Economy Press
1901 North Walnut
P.O. Box 25303
Oklahoma City, Oklahoma 73125

Note: Botel Word Opposite Test can be used for English Placement. Begin with English Set J if the learner is reading independently at grade 7 plus.

Address: Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois

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I N T E R M E D I A T E L E V E L (Grades 4-6)

ARITHMETIC

The adult student working at this level should have had some experience, either written or oral, with the four (4) basic mathematical operations : addition, subtraction, multiplication and division. There will be opportunities for him to review and master these operations with whole numbers. He then will proceed to fractions and decimals.

The student should be able to see his own progress as he advances from one skill to another. The ultimate goal in the mathematics program is the practical , everyday applications of the mathematical concepts taught.

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Title: Basic Essentials of Mathematics 1

Annotation: Use the mastery test to place learner in the workbook
Book 1 covers whole numbers, fractions, decimals, and mixed numbers.

Address: Steck - Vaughn Company
P.O Box 2028
Austin, Texas 78767

Title: Computational skills kit

Title: Programmed Mathematics for Adults - Sullivan

Annotation: A linear series of text - workbooks that are completely self-pacing and designed for adults. Language deficiencies are no handicap. Vocabulary is minimal and simple. The student starts at his present level.

Book 1	Basic Addition	Book 2	Advanced Addition
Book 3	Subtraction	Book 4	Multiplication
Book 5	Division	Book 6	Fractions
	Decimals		Measurement
	Consumer Math		Personal Math

Address: McGraw Hill Book Company
Technical and Vocational Division
330 West 42nd Street
New York, New York10036

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A D V A N C E D L E V E L (Grades 7 - 9)

READING

At the two previous levels, reading was a skill to be developed or a tool to be used. Now the student is beginning to read for the sheer pleasure of reading. He is able to read faster (has developed good recognition skills) and with more meaning. The teacher finds the student self motivating and eager to move to the next phase as rapidly as he can. For the students who are planning to enter high school programs, there will be discussion of resource material and testing.

The teacher will continue to stress the word recognition skills when needed. However, the primary concern, as always, is the refining of comprehension skills and vocabulary development. The student is encouraged to use a variety of reading techniques and a variety of reading materials. Students should begin to feel more secure in their ability to read independently with maximum comprehension.

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READING LEVEL 3 Grades 7 - 12

Title: S.R.A. Reading Laboratory 3 A No. 3 - 3900

Annotation: Improves and extends word recognition (phonics and structural analysis) reading comprehension and vocabulary expansion

Address : Science Research Associates
259 East Erie Street
Chicago 11, Illinois

Reading Level 2 Grades 4 - 6

Title: S.R.A. Reading Laboratory Kits 2 A

Annotation : A Method- Uses reading comprehension, word attack skills and phonic review
B Contents-
Teacher's manual is necessary in order to adapt materials to adult needs
Student record book helps to keep a concurrent record of progress, but can be omitted
Reading skills from grades 3 - 6

Note: Speed reading isn't recommended at this point.

Title: S.R.A. Reading for Understanding Kit

Annotation : General Ed. 1 3 - 5375 @ 44.55
Grades 3 - 14
Junior Ed. 3 - 3500 @ 44.55

Develops critical thinking and reading ability to infer answers to questions covering short passages of information. 10 questions per card
Progress book available
Learner thinks the answer rather than finds the answer.

Address: Science Research Associates
259 East Erie Street
Chicago, Illinois

Test Title: Botel Reading Test Administration Kit 0885@ 3.00
1 copy Word Opposite Test
Battery A - 0863 @ 1.38 per 35
Battery B - 0873 @ 1.38 per 35
80% equals 7th grade level

Address Follett Publishing Co. 1010 West Washington BLVD
Chicago, Illinois

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A D V A N C E D L E V E L (Grades 7 - 9)

LANGUAGE SKILLS

The language skills are a reflection of the person to whom they belong. They are used in everyday life and are the most obvious of the skills taught in Adult Basic Education. The student reveals himself bythe way he speaks, the way he writes his name and the way he fills out an application form. These first impressions are too often the basis of many far reaching decisions about the undereducated adults.

At this level there is an intense effort to increase spelling ability and written expression. There is a structured English program to prepare the student for the high school credit program. The fundamentals of the language skills are taught simultaneously to insure adequate usage and retention. Competency in these skills is necessary for success in a person's social and business life.

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Title: English Set J Grades 7 -

Annotation:

A Programmed sequence in individual cards, J -1 to be used first. J - 2 to be used for extra study
B Diagnostic test to determine which cards to study Priority rating on student record card set up the sequence to follow.
C Mastery test to determine effectiveness
D One set serves a class of 10 plus
E Extra materials to replace consumable supplies are available
F Teacher manual is available with each kit
G Covers 4 areas thoroughly stressing usage
1 Correct Usage
2 Sentence structure
3 Punctuation
4 Italics, capitalization, numbers

Note : Adults find this very acceptable. It saves them time. Excellent for preparing learner for G.E.D

English Set H Grades 10 - 12

Address: Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois

Title: English Essentials
Learning English Rules

Address: Steck - Vaughn Company
P.O. Box 2028
Austin, Texas 78767

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A D V A N C E D L E V E L (Grades 7 - 9)

ARITHMETIC

At this level, the primary objectives of the math program are competency, accuracy and understanding of the basic skills in additions, subtraction, multiplication and division. Time should be spent on the review of decimals and their relationship to fractions.

Current everyday experiences should form a basis for problem solving situations. Math instruction should be made as relevant to everyday life as possible, as well as providing the skill background to be successful in any further study of mathematics (as in the high school program).

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Title : Basic essentials of Mathematics 2

Annotation : Use the mastery test to place learner in the workbook.
Program the learner to study the pages he needs for improvement
Book 2 covers %, commissions, measurements and formulas, ratio and proportion, graphs and simple equations

Title: Algebra 1

Annotation: Fallows Book 2 covering monomials, fractional equations, square root, exponents, polynomials and quadratic equations

Has answer key and progress mastery tests.

Address: Steck - Vaughn Company
P.O. Box 2028
Austin, Texas 78767

Title: Algebra Skills Kit 3 - 3840 @ 73.95

Computational Skills Kit 3 - 3350 @ 72.50

Address: Science Research Associates
259 East Erie Street
Chicago, Illinois

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APPENDIX H

CONFEREES' CERTIFICATE AWARD

THE UNIVERSITY OF CHICAGO

Teacher Training Conference

BASIC EDUCATION FOR URBAN CLIENTS

August 1–13, 1971

This is to certify that

_____

has successfully mastered the requirements of the conference.

Project Officer, U. S. Office of Education

Conference Director

ERIC Clearinghouse
MAY 11 1972
on Adult Education